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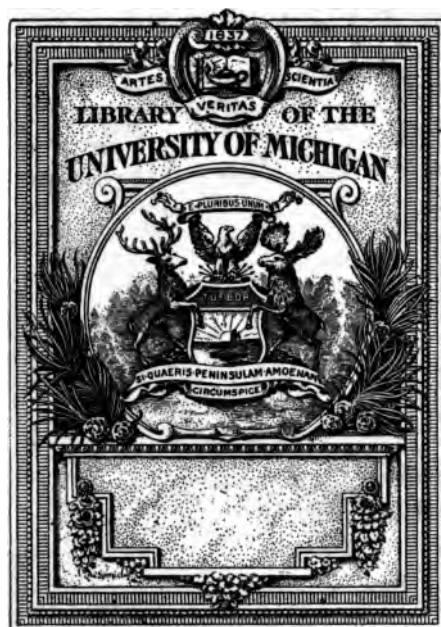
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How to Study and Teach  
**History and Civics**  
IN THE GRADES



H. L. TALKINGTON



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**How to Study and Teach**  
**History and Civics**  
**in the Grades**

*Amey L. TALKINGTON*  
H. L. TALKINGTON

THE PUBLIC SCHOOL PUBLISHING COMPANY  
BLOOMINGTON, ILLINOIS



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**HENRY L. TALKINGTON**

***T***O HIS WIFE, to whose untiring  
patience and painstaking care, in  
the arrangement of details, is due  
much of whatever merit this work may  
possess, and the memory of his sons,  
Arthur and Paul, who have passed from  
earth yet left a blessed remembrance of  
many happy hours spent in connection  
with some of the material here presented,  
this volume is affectionately dedicated by  
***The Author.***





## PREFACE.

In no department of learning has greater advancement been made during the last few years than the department of history. There are histories of the world, histories of nations, histories of great movements and great events, and histories of men, all well written and by the ablest scholars. In the course of study, and the credit allowed for the work done, colleges and universities make the subject of history co-ordinate with other branches and some of the strongest men in these institutions are those in charge of this work. The secondary schools, too, give history equal rank with other studies.

The Methodology of History abounds in good books, prepared by some of the ablest teachers in the country, and reports of committees that have made most thorough investigations of what is being done and may be done in the schools of this as well as those of other countries.

During the last ten years there has been a keen and widespread interest in the subject of history in the grades. It has been discussed by state and national teachers' association as well as carefully considered by historical societies. Much has been done looking toward the formulating of some general course of study and the creation of a sentiment in favor of trained teachers for this work.

A great deal has been accomplished too in the preparation of material adapted to each of the different grades. Many excellent books, covering every phase of the work, have been published and may now be obtained by every one.

But thus far, outside of the city schools, the grades have not shared in the great advantages resulting from the advancement in historical scholarship. Many reasons might be assigned for this, but the chief one, as it has appeared to the author, has been the lack of a book on methods adapted to the needs of grade teachers. Such a book should offer (1) a course of instruction which would enable them to understand of what the materials of history consist, and how to interpret and adapt them to the different grades. (2) A series of type lessons showing how each of the different kinds of material should be presented. (3) Carefully selected lists of books of a professional character with page citations where exact information on any given topic may be found. (4) Full bibliographies for each of the grades, giving lists of books, periodicals, maps, charts, etc., together with price and address of publisher. (5) The whole subject of United States History should be fully outlined. (6) Very full indexes, supplying ready references to all subject matter treated. (7) In the treatment of the whole subject, the particular, the concrete should be used rather than the general or the abstract; or perhaps it would be more nearly correct to say that the fundamental and the abstract should be used only after they have been established by the use of the particular and the concrete. (8) The illustrations should be drawn largely from American History. By this means practically every topic usually treated in its study may be discussed.

This is the plan of the work here presented.

HENRY L. TALKINGTON.

# **History in the Grades.**

- 1. Materials.**
- 2. Course of Study.**
- 3. Methods of Instruction.**
- 4. Type Lessons.**
- 5. Bibliography.**

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# Chapter I.

## THE MATERIALS OF HISTORY.

**DEFINITIONS.** The definition which may be given of history will depend upon the view taken of it.

Freeman says: "History is past politics; politics is present history." This is a political view of the subject.

McMaster and Green each emphasizes the fact that he is writing a history of the people. According to the former, the purpose is "to describe the dress, the occupations, the amusements, the literary canons of the times; to note the changes of manners and morals; to trace the growth of that humane spirit which abolished punishment for debt, which reformed the discipline of prisons and jails and which has, in our own time, destroyed slavery and lessened the miseries of dumb brutes." These historians give more prominence to what is termed institutional history; that is, the schools, the churches, the various kinds of industries, and social progress.

Froude defines history as "a voice forever sounding across the centuries the laws of right and wrong." This is an ethical view of the subject and shows that in the long run right triumphs and wrong fails. Tacitus expressed the same truth when he wrote: "This I regard as the historian's highest function, to let no worthy action be uncommemorated and to hold out the reprobation of posterity as a terror to evil words and deeds."

Professor George B. Adams in discussing this question says: "No matter what disguise may be worn in a given case, no matter what the name may be by which a given group [of historians] elects to call itself, no matter how small, in the immensity of influences which make the whole, may be the force in which it would find a final

explanation of history, the emphatic assertion which they all make is that history is the orderly progression of mankind to a definite end; and that we may know and state the laws which control the actions of men in organized society."

These activities are directed along six general lines: the social, the industrial, the political, the religious, the educational, the ethical.

**SOCIAL FACTS.** The social facts fall into two general classes: (a) Those that relate to the family, as the house, the furniture, the food, the clothing, fuel and lights, amusements, morals and manners, roads and modes of travel, classes of society, and family government; (b) those facts that show the relation of the family to society in general, as hospitals, almshouses, orphan and insane asylums, institutions for the deaf, dumb and blind, factory and prison reform, juvenile courts, agencies of all kinds for protecting the poor and alleviating suffering, playgrounds, parks, fairs, etc., quarantine and medical inspection for the public good.

Society passes through four well-defined stages: that of the savage who lives by hunting; the herdsman who lives from the product of his herds; the husbandman, or farmer, who lives from the product of the soil; and the manufacturer who transforms the raw material into the manufactured articles. Every nation may, to some extent, represent all these phases of life, yet one or the other will predominate. The American Indian in his early history was regarded as a savage. The Hebrews depended upon their herds. The American people until within a few years were occupied largely in agricultural pursuits; while the English have long been a manufacturing people.

PARTICULARS OF SOCIAL FACTS.

I. THE HOME:

- |                         |                      |
|-------------------------|----------------------|
| a. Houses;              | i. Amusements;       |
| b. Household furniture; | (1) Indoor;          |
| c. Food;                | (2) Outdoor;         |
| d. Clothing;            | j. Life;             |
| e. Family government;   | (1) On a plantation; |
| f. Fuel and light;      | (2) In a New England |
| g. Social classes;      | home;                |
| h. How social differ-   | (3) In the West.     |
| ences are indicated.    |                      |

2. HUMANITARIAN WORK:

- |                    |                         |
|--------------------|-------------------------|
| a. Hospitals;      | g. Temperance question; |
| b. Almshouses;     | h. Playgrounds;         |
| c. Orphan asylums; | i. Parks;               |
| d. Insane asylums; | j. Places of amusement; |
| e. Prisons;        | k. Lodges;              |
| f. Slum work;      | l. Clubs.               |

INDUSTRIAL FACTS. Industrial facts are those that pertain to earning a living or developing the natural resources of a country and will embrace all kinds of occupations, trades, professions, inventions and means of transportation.

PARTICULARS OF INDUSTRIAL FACTS.

I. PRODUCTS OF:

- |              |                |
|--------------|----------------|
| a. The soil; | d. The sea;    |
| b. The mill; | e. The forest. |
| c. The mine; |                |

2. OCCUPATIONS:

- |                 |              |
|-----------------|--------------|
| a. Day laborer; | d. Stockman; |
| b. Merchant;    | e. Miner.    |
| c. Farmer;      |              |

## 3. TRADES:

- |                |                 |
|----------------|-----------------|
| a. Carpenter;  | e. Railroading; |
| b. Blacksmith; | f. Sailor;      |
| c. Shoemaker;  | g. Fisherman;   |
| d. Tailor;     | h. Fur trader.  |

## 4. PROFESSIONS:

- |                  |            |
|------------------|------------|
| a. The ministry; | e. Editor; |
| b. Medicine;     | f. Author; |
| c. Teaching;     | g. Law.    |
| d. Engineering;  |            |

## 5. MANUFACTURES:

- |                          |                    |
|--------------------------|--------------------|
| a. Iron and steel mills; | c. Cotton mills;   |
| b. Woolen mills;         | d. Farm machinery. |

## 6. TRAVEL:

- |                  |                  |
|------------------|------------------|
| a. Land;         | b. Waterways;    |
| (1) Roads;       | (1) Rivers;      |
| (2) Horseback;   | (2) Canals;      |
| (3) Wagon;       | (3) Oceans;      |
| (4) Stage coach; | (4) Harbors;     |
| (5) Railroads.   | (5) Boats—kinds. |

## 7. COMMERCE:

- |            |                        |
|------------|------------------------|
| a. Fish;   | e. Farm products;      |
| b. Lumber; | f. Sugar;              |
| c. Ore;    | g. Manufactured goods. |
| d. Cotton; |                        |

## 8. LABOR:

- |                  |                       |
|------------------|-----------------------|
| a. Organization; | b. Legislation;       |
| (1) Union;       | (1) Child labor laws; |
| (2) Open shop;   | (2) Underground       |
| (3) Closed shop; | work;                 |

- |             |                                |
|-------------|--------------------------------|
| (4) Strike; | (3) Factory reform;            |
| (5) Scab;   | (4) Eight-hour day;            |
|             | (5) Safeguards for<br>workmen. |

9. CAPITAL:

- |                  |                                    |
|------------------|------------------------------------|
| a. Organization; | b. Legislation;                    |
| (1) Monopoly;    | (1) Legal rate of in-<br>terest;   |
| (2) Trust;       | (2) Incorporated<br>stock company; |
| (3) Syndicate;   | (3) Bankruptcy;                    |
| (4) Rebate;      | (4) Statute of Limit-<br>ations;   |
| (5) Pool;        | (5) Restraint of<br>trade;         |
| (6) Pass;        | (6) National banks.                |
| (7) Merger.      |                                    |

10. INVENTIONS:

- |                                      |                                 |
|--------------------------------------|---------------------------------|
| a. Structural engineer-<br>ing;      | c. Hydraulic engineering;       |
| (1) Railroads;                       | (1) Rivers, harbors,<br>canals; |
| (2) Buildings.                       | d. Electrical science;          |
| b. Mechanical engineer-<br>ing;      | (1) Transmission of<br>power;   |
| (1) Motors, steam,<br>electric, gas; | (2) Light;                      |
| (2) Machines;                        | (3) Transmission of<br>thought; |
| (3) Tools;                           | (4) Use in surgery—<br>X-ray.   |
| (4) Appliances.                      |                                 |



**POLITICAL FACTS.** Political facts are those that relate to government, local, state, national or international; to methods of administration, powers of the people and how exercised, rights of the people and how enforced, progress of the people, how advanced by the government. Broadly speaking, the material considered centers around one of the following civil units: (1) The family; (2) the school; (3) the precinct, clan or township; (4) the county, shire or tribe; (5) the town, city; (6) the state; (7) the nation.

#### PARTICULARS OF POLITICAL FACTS.

##### I. TERMS:

- |                           |                          |
|---------------------------|--------------------------|
| a. State;                 | m. Bond;                 |
| b. Nation;                | n. Fund;                 |
| c. Constitution, written, | o. Refund;               |
| unwritten;                | p. Assumption;           |
| d. Sovereignty;           | q. Resumption;           |
| e. Territory;             | r. Repudiate;            |
| f. Colony;                | s. Disfranchise;         |
| g. Government;            | t. Spoils system;        |
| h. Politics;              | u. Civil service reform; |
| i. Suffrage;              | v. Machine;              |
| j. Reprieve;              | w. Boss;                 |
| k. Commute;               | x. Caucus.               |
| l. Pardon;                |                          |

##### 2. GOVERNMENTS—GENERAL:

- |                  |                  |
|------------------|------------------|
| a. Forms;        | b. Departments;  |
| (1) By the one;  | (1) Executive;   |
| (2) By the few;  | (2) Legislative; |
| (3) By the many; | (3) Judicial;    |
|                  | (4) The people.  |

3. UNITED STATES GOVERNMENT:

- |                                 |   |
|---------------------------------|---|
| a. Forms;                       | c. Political rights;  |
| (1) National;                   | (1) To hold office;   |
| (2) Colonial;                   | (2) To vote, or suffrage;                                     |
| (3) State;                      |   |
| (4) County;                     | d. Civil rights;  |
| (5) City;                       | (1) To hold property;   |
| (6) Township, precinct or town. | (2) To claim the protection of the law;                       |
| (7) School district.            |   |
| b. Departments:                 | (3) To claim the power of the courts to enforce one's rights. |
| (1) Executive;                  |   |
| (2) Legislative;                |   |
| (3) Judicial;                   |   |
| (4) The people;                 |   |

4. METHODS OF PUNISHMENT:

- |                        |                   |
|------------------------|-------------------|
| a. Pillory and stocks; | e. Prison;        |
| b. Whipping post;      | (1) Jail;         |
| c. Branding;           | (2) Penitentiary; |
| d. Reformatories;      | f. Fines.         |

5. OFFICERS:

- |                       |                     |
|-----------------------|---------------------|
| a. Qualifications;    | d. Commission;      |
| b. How elected;       | e. Oath of office;  |
| c. Powers and duties; | f. Office—how lost. |

6. ELECTIONS:

- |                         |                         |
|-------------------------|-------------------------|
| a. Registering;         | d. Returns;             |
| b. Voting;              | e. Board of canvassers. |
| c. Judge and clerks of; |                         |

## 7. POLITICAL MACHINERY:

## a. Primaries;

- (1) Who may take part in;
- (2) Officers of;

## b. Conventions—Kinds;

- (1) County, composed of delegates from each precinct;
- (2) State, composed of delegates from each county;
- (3) National, composed of delegates from each state and territory;

## c. Central Committees—Kinds;

- (1) County, composed of one member from each precinct or township;
- (2) State, composed of one member from each county and sometimes one from each judicial district;
- (3) National, composed of one member from each state and territory.

RELIGIOUS FACTS. Religious facts are those that relate to church denominations, buildings, furniture, articles of belief, forms of government and of worship, methods of conducting religious services and spreading the Gospel, Sabbath observances, and religious instruction, both in the home and the church.

## PARTICULARS OF RELIGIOUS FACTS.

## I. TERMS:

- |              |                          |
|--------------|--------------------------|
| a. Creed;    | d. Orthodox;             |
| b. Theology; | e. Religious toleration. |
| c. Heretic;  |                          |

2. EARLY CHURCH :
  - a. Jew ;
  - b. Gentile ;
  - c. Pharisee ;
  - d. Sadducee.
3. EARLY CHRISTAIN CHURCH :
  - a. Apostolic ;
  - b. Catholic ;
  - c. Protestant.
4. BRANCHES OF THE EARLY PROTESTANT CHURCH :
  - a. Lutherans ;
  - b. Hussites ;
  - c. Huguenots ;
  - d. Albigenses ;
  - e. Waldenses ;
  - f. Walloons ;
  - g. Wycliffites.
5. HISTORY OF MODERN CHURCHES :
  - a. Established church ;
  - b. Presbyterian ;
  - c. Puritan ;
  - (1) Pilgrim ;
  - (2) Congregational ;
  - d. Methodist ;
  - e. Baptist ;
  - f. Dutch Reformed ;
  - g. Quaker.
6. BOARDS AND SOCIETIES OF THE CHURCH :
  - a. Foreign Missionary ;
  - b. Home Missionary ;
  - c. Tract ;
  - d. Educational ;
  - e. Ministerial Relief ;
  - f. Church erection ;
  - g. Publication ;
  - h. Sunday school ;
  - i. Young People's.
7. CHURCH SERVICES :
  - a. Preaching ;
  - b. Sunday school ;
  - c. Prayer meeting ;
  - d. Young People's meeting ;
  - e. Ladies' aid ;
  - f. Men's leagues.

## 8. CHURCH GOVERNMENT:

- |                           |                           |
|---------------------------|---------------------------|
| a. Relation to the state; | d. Method of reception of |
| b. Local;                 | members;                  |
| c. Universal church;      | e. Church discipline.     |

EDUCATIONAL FACTS. Educational facts are those that relate to schools, school buildings, school furniture, teachers, books, magazines, newspapers, students, school laws, government, courses of study, qualification and manner of certificating teachers, textbooks, libraries, schools—how supported and who may attend, etc.

## PARTICULARS OF EDUCATIONAL FACTS.

## 1. KINDS OF SCHOOLS:

- |                    |                      |
|--------------------|----------------------|
| a. University;     | h. Public school;    |
| b. College;        | i. Denominational;   |
| c. Academy;        | j. Parochial;        |
| e. Normal;         | k. School for girls; |
| f. High school;    | l. Co-educational.   |
| g. Private school; |                      |

## 2. BUILDINGS:

- |               |                       |
|---------------|-----------------------|
| a. Furniture; | d. Ventilation;       |
| b. Apparatus; | e. Light and heating. |
| c. Library;   |                       |

## 3. TEACHERS:

- |                   |                     |
|-------------------|---------------------|
| a. Number;        | c. Pay;             |
| b. Qualification; | d. Social position. |

## 4. COURSE OF STUDY:

- |                                 |                                 |
|---------------------------------|---------------------------------|
| a. Early; consisted of<br>what? | b. Modern, consists of<br>what? |
|                                 | c. Electives.                   |

5. BOOKS:
  - (1) Literature;
  - (2) History;
  - (3) Professional;
  - (4) Scientific;
  - (5) Text-books.
6. CURRENT LITERATURE:
  - a. Magazines;
  - b. Newspapers.
7. LIBRARIES:
  - a. Public;
  - b. School.
8. LECTURES:
  - a. Debating societies;
  - b. Lyceums;
  - c. Lecture courses;
  - d. Club work.

ETHICAL FACTS. Law is a rule of action. There are laws in the natural world, as, all falling bodies move toward the earth's center; civil laws, that control man's action in his relation to his fellowman; moral or ethical law, which is found in the "science that deals with conduct in so far as this is considered right or wrong, good or bad. The term ethical is derived from the Greek word Ethos, which originally meant customs, usages and later came to mean character."

These facts deal with the relation of man to (1) himself; (2) his fellow man; (3) his state; (4) his God.

#### PARTICULARS OF ETHICAL FACTS.

- I. TO HIMSELF:
  - a. His body;
    - (1) Diet;
    - (2) Dress;
    - (3) Exercise;
    - (4) Cleanliness;
    - (5) Temperance;
    - (6) Chastity;
  - b. His mind;
    - (1) Intelligence;
    - (2) Stupidity;
    - (3) Heedlessness;
    - (4) Rashness;
    - (5) Credulity;
    - (6) Skepticism;

- c. His spirit; (3) Jealousy;  
     (1) Servility; (4) False honor;  
     (2) Vanity; (5) Gambling.
- 2. HIS FELLOW MAN:
  - a. His parents; (2) Monopoly;  
     (1) Obedience; (3) Reciprocity;  
     (2) Affection; (4) Charity;  
     (3) Truthfulness; (5) Insolence;  
     (4) Faithfulness; (6) Peevishness;
  - b. The public; (7) Arrogance;  
     (1) Honesty; (8) Ridicule.
- 3. TO THE STATE:
  - a. Loyalty;
  - b. Tribute;
- 4. TO GOD:
  - a. Reverence;
  - b. Godly fear;
  - c. Service;
  - d. Humility.

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NOTE—Figures in parenthesis are page numbers.



## Chapter II.

### THE FORMS IN WHICH HISTORICAL MATERIALS ARE RECORDED.

#### MYTHS AND FAIRY TALES.

"The myths record the earliest attempt at an explanation of the world and its life; the fairy tale records the free and joyful play of the imagination, opening doors through hard conditions to the spirit, which craves power, freedom, happiness; righting wrongs and redressing injuries; defeating base designs; rewarding patience and virtue; crowning true love with happiness; placing the powers of darkness under the control of man and making their ministers his servants. In the fairy story men are not set entirely free from their limitations, but by the aid of fairies, genii, giants and demons, they are put in command of unusual powers and make themselves masters of the forces of nature."\*

#### STORIES.

A story is a narrative of an event or a series of events, real or fictitious, about some person or thing, and is usually expressed in small historic units. Stories represent things that are simple and easily understood, deal largely with the personal, and are readily adaptable to all grades of instruction. They are the materials of history rather than history itself, if such a distinction can be made. The story is humorous or otherwise, and may be used to amuse or instruct. It usually ends with a climax.

\*From "Fairy Tales Every Child Should Know," H. W. Mabie. Reprinted with the permission of Doubleday, Page & Co.

Fables and myths are illustrations of fictitious stories of which the history of all ages and countries furnish many examples. Abraham and Isaac, Alexander and his famous horse, the Invincible Armada, Putnam and the Wolf's den, Washington and the Cherry Tree are only a few stories that will occur to any one acquainted with history.

#### LEGEND—TRADITION.

The earliest form in which historical facts are preserved is that of legends and traditions. There is the legend of William Tell, or that of John Smith and Pocahontas. The Indians, as well as all other people, have their traditions which are handed down from generation to generation by word of mouth. Later these traditions are put in written form, as the sagas of the Northmen, which contain a certain amount of historical truth.

#### CHRONICLES.

The legend is succeeded by the chronicle, which is a mere recording of facts without much attempt at classification or analysis. Everything that the historian knows or hears is recorded, and it is left to the reader to judge for himself of its truth.

#### LETTERS AND DIARIES.

Letters and diaries frequently contain much of historical value. As neither is written with a view of publication, oftentimes more specific facts are thus given than those recorded in any other way.

**BIOGRAPHY.**

This form of history is full of the personal, yet all history is made up of "innumerable biographies." A life, however, of sufficient importance to deserve separate treatment is identified with, or responsible for, some great movement. Columbus and the discovery of the new world, Frances Willard and temperance, Edison and electrical invention, Hill and railroad building in the West, Clay and the great compromises in United States history during the first half of the nineteenth century, Lincoln and slavery, are only a few of many illustrations that might be given of biographies.

**AUTOBIOGRAPHY.**

Autobiography is the story of one's life told by himself, and its value depends upon the honesty and ability of the author. It is, of course, more particular and partial than is biography, yet it is a valuable form of history in that the author writes of those things of which he has a personal knowledge.

**NEWSPAPERS AND MAGAZINES.**

Much use has in recent years been made of this form of historical material. McMaster and Rhodes have drawn largely on the newspapers of the periods of history treated by them. Many of the leading magazines have a series of articles running in them which give facts that will be used in some phase of history.

**MEMOIRS.**

The memoir differs so little from the autobiography that it hardly needs mentioning. It has in it less of the per-

sonal and hence more of the history of the times of which it is a part.

Grant's or Sherman's memoirs give their viewpoint of the wars with which they were connected, while those of Benton or Blaine describe fully the political events of their time, and that of Rockefeller is a record of the great business interests with which he has been connected. Memoirs treat of fewer subjects than are found in general history and hence go more into detail.

#### NARRATIVE HISTORY.

History as it is ordinarily found is meant to be a narrative of facts, a record of what has happened, changes that have taken place in civilization from time to time. But there are different ways of selecting, weighing, and presenting facts, so there is what is termed the scientific historian; again, historians have different ways of expressing themselves, so there is the literary historian, one whose works are read as a piece of literature; then there is the philosophy of history where the writer draws certain conclusions from facts—he has the power of generalization, and can discover the laws that govern in his subject, and he interprets facts rather than records them. But the chief work of the true historian is to record the facts as they actually occurred and to express them in a way that may be readily understood by the reader.

#### HISTORICAL NOVEL.

Perhaps no form of literature is so widely read as the novel. It finds its way into the newspaper, the magazine, and the book, and is used to amuse, to instruct, to mold character; and to picture conditions, social, industrial, or political.

The distinction between the facts of good novels and those of history are imaginary rather than real; both are a "record of the spirit of humanity under the conditions of life." There is not a phase of human life recorded in history that may not be found pictured in fiction.

There is this distinction, however, from the standpoint of history. The novel should be read for the picture that it gives of society as a whole, or man in general, rather than as the record of any person or institution in particular.

The border warfare between England and Scotland is vividly portrayed in some of Scott's novels, while true pictures of the aristocracy are drawn by Thackeray, and of the poor by Dickens. In America, the East, the West, the North, and the South has each its historian in the person of some writer of fiction.

#### REMINISCENCES.

This form of history differs from autobiography in that the author gives more attention to the work of which he has a personal knowledge than to the part which he himself had in it; and from memoirs in that it is more a newsy, gossipy discussion of the events noticed by the writer than an analysis of them. John B. Gordon's "Reminiscences of the Civil War," Field's "Yesterday with Authors," Larcom's "New England Girlhood," Fox's "Memories of Old Friends," and Crane's "An Artist's Reminiscences" show the scope of this form of history.

It is rich in the personal, full of anecdote, and very entertaining, and may be adapted to almost any grade. It should be used as "sidelights" or supplementary reading to create an interest in the subject, instruction being secondary.

## BOOKS OF TRAVEL.

Books of travel are just what the name indicates, descriptions, discussions, and records of what one sees, hears, and learns from traveling through a country. The publications of the books of Marco Polo and Sir John Mandeville, giving an account of their travels in the Far East, did much to arouse an interest in the subject of geographical discovery just previous to the discovery of America.

Livingston or Stanley in Central Africa and Grant's tour around the world are other illustrations of the same kind of historical literature.

Books of travel are interesting because they deal with the concrete and, as a rule, are quite easily understood, since the traveler describes what he sees in terms of what the reader has experienced or knows. The resources, manners, customs, and institutions of one country are compared with those of another.

This kind of history is useful in creating an interest in and a love for the subject, and may be adapted to any grade.

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## **Chapter III.**

### **THE ORGANIZATION OF THE MATERIALS OF HISTORY.**

To organize any particular part or period of history is to collect the facts which establish a fundamental principle or cause, and that belong to any person, place, or institution; and to arrange these facts in a logical order. To do this will require a knowledge of the following terms.

#### **PARTICULAR.**

A particular is a single fact, a detail or part of a whole. Our national government exercises sovereign power and some of the particular facts that establish its sovereignty are: its power to borrow money on the credit of the United States; regulate commerce; declare war; coin money; establish postoffices; raise an army; maintain a navy; enter into treaties. All of these particular facts are sovereign acts; therefore, the nation must be sovereign. What were the commercial results of the discovery of gold in California? The following particulars might be enumerated: It raised the price of goods and labor; opened new markets and extended commerce; established new lines of steamships. The particulars of Lincoln's early life would embrace such facts as the social position and financial condition of his parents, where and how they lived, how Lincoln spent his time, his traits of character, etc.

#### **FUNDAMENTAL.**

Just as it was shown in the preceding paragraph that national sovereignty was the fundamental principle of nationality, so it may be shown that the fundamental weak-



ness of the Articles of Confederation was state sovereignty. The nation had no executive, could not raise an army, nor could it enforce treaty agreements because the government was founded on the states rather than on the people of the states, and hence could not enforce any of its decrees except through the states which made it.

### CAUSE.

Cause is a power or an agent active in producing an event. The power or agent may be thought of as embodied in the controlling conditions, and the cause be described as industrial, political, religious, educational, social, or personal. What was the cause of the invention of the cotton gin or of the reaper? It was, in a general way, the industrial need of saving labor. The American Revolution, including the formation of the Constitution of the United States, was a demand for better government, a political cause; while the cause of the emigration of the Puritans, or of the Quakers, was religious conditions. The cause of the expenditure of millions of dollars for schools is the need of education; the great humanitarian movements have a social cause—an attempt to benefit society at large; while Burr and Arnold were actuated by personal motives in their treasonable acts.

Causes may be thought of, too, as immediate or remote. The immediate cause of the Civil War was the firing on Fort Sumter, while slavery was the remote cause. Jackson's specie circular is sometimes cited as the immediate cause of the panic of 1837, but a poor banking system was the remote cause. Causes may also be local, state, national, or international. The deplorable condition found in many city governments is directly due to local causes;

while woman suffrage, prohibition, or any other question that affects the people of the entire state will be determined by the sentiment throughout the state. The cause of a war is national, while the cause of the Arbitration Congress that meets at The Hague is an international desire for peace.

### EVENTS.

An event is something that happens or comes to pass, and is classed as social, political, industrial, according to its cause. The inauguration of the president of the United States is a political event, the inauguration ball a social event. The banishment of Roger Williams was both political and religious; in that church and state were then one, and Williams demanded liberty of conscience, and freedom from the state in religious affairs.

### ISSUE.

An issue is a question which comes into prominence, and is the subject of general discussion. The people band themselves into church denominations, political parties, or industrial organizations because of their adherence or opposition to certain issues. The tariff has always been an issue with the American people; slavery was for many years an issue; and the temperance issue is now a prominent one.

### RANKING OF FACTS.

Facts differ in their relative importance, and it is the work of the teacher to select those of most worth. As has been shown, there are particular and fundamental facts. A number of particulars may establish a law or a fundamental principle.

Bancroft in speaking of American independence said that it "like the great rivers of the country had many sources; but the head spring which colored all the streams was the Navigation Act." An examination of the causes of the American Revolution will show that they were (1) the interference by the English government with colonial commerce; (2) the attempt to tax the colonies without allowing them representation. The sugar act, the stamp act, and the tea tax are all particular instances of attempts to tax the colonies, and many cases might be cited of colonial resistance to these acts.

A particular fact when standing alone is of no special value; it is only when it is taken into connection with other facts that its real worth is determined. Many battles are important if considered from the standpoint of military science, but of no value if considered from the standpoint of the results of the war. When the governor of Virginia sent Washington to Fort Duquesne it may be of interest to know that he had to find his way through the forest, to sleep out at night, to cross the rivers on rafts, to elude the treacherous Indians, if it is the life of Washington that is being studied; but if it be the conflict between the French and English in America then these facts have little value in that they show little or nothing in regard to this conflict. But when it is related that the French commander at one fort was "loud and boastful," that another treated him with respect but refused to discuss theories with him, that the French had built many forts in the disputed territory, that the rivers in some places were lined with Indian canoes, we have a set of facts which tell something of the conflict. It will be seen, therefore, that these facts will rank high

or low, according as they are used to prove one thing or another.

It is the duty of the teacher and the student to give much or little attention, therefore, to a fact according as it does or does not prove much in the topic being discussed. There are "oceans of facts" and some selection must be made from them.

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## Chapter IV.

### THE INTERPRETATION OF THE MATERIALS OF HISTORY.

#### DEFINITION.

Interpretation in history is the explanation from recorded acts of the meaning or intention of the person or people responsible for those acts. Thought may be expressed by means of language or of acts. The colonists expressed their entire loyalty to the English king in the declaration of rights issued by the Stamp Act Congress, but the Declaration of Independence, issued ten years later, needed no language to explain its meaning. The act was sufficient.

#### FORM AND CONTENT.

Pages of history may be read and little known of their contents. Facts are expressed by means of language, but if the language is not understood the meaning of the facts or the content of history is unknown. The terms of the Missouri Compromise can be readily memorized, but what do they signify? Accounts of the massacres in Turkey are seen, but what do they mean—opposition to foreigners, the Christian religion, or Turkish rule? Facts are met with everywhere, but they mean nothing unless explained, which is another way of getting their content.

The first step in interpretation is to determine the kind of historical material to which the facts to be interpreted belong; which of the six fundamental facts, social, industrial, political, religious, educational, or ethical, are involved.

The Webster-Ashburton treaty is largely a boundary question, but in the disputed territory were rich agricultural

lands and valuable timber resources and these are elements of wealth, or industrial facts.

Mrs. Anne Hutchison was driven out of the Massachusetts colony because of peculiar religious beliefs, but it was the political power that drove her out.

Millions of dollars are expended every year for educational purposes, but the results are industrial as well—better engineers, better farmers, improved methods of horticulture.

Wars are fought, the causes and results of which may be industrial, religious, or social. Political parties are formed for the purpose of carrying out certain political ideals, furthering certain industrial interests or bringing about certain social reforms. Men unite to improve their industrial condition, but certain social results follow.

The second step in interpretation is to get the facts of history, or at least as many of them as possible, otherwise an erroneous idea or none at all is obtained. But the facts collected should be those that have some direct bearing on the subject discussed.

### MOTIVES.

“Nothing without reason” should be the fundamental idea of him who interprets history. Neither individuals nor nations act without some motive. The inducements sometimes cited that lead to geographical discovery are (1) desire for wealth; (2) love of conquest; (3) the hope of evangelizing the heathen; (4) fondness of adventure; (5) pursuit of knowledge for knowledge’s sake; and it is not difficult to take the early explorers and discover the motive of each. Clay’s desire in his various compromises was

peace, while that of Burr in his attempt to unite the southwestern part of the United States and the northwestern part of Mexico was personal gain.

#### MEANS.

In the accomplishment of anything there must be a means as well as a motive. The motive of the Lewis and Clark expedition was the exploration of the Louisiana territory and the Northwest. The means were trappers, hunters, packers, boatmen, interpreters, soldiers, provisions, merchandise suitable for trade and pleasing to the Indians. The motive of Grant's Vicksburg expedition was the capture of that stronghold that he might open up the Mississippi. His means were men, munitions of war, boats, and the right to appropriate everything that fell into his hands because he was in an enemy's country. The campaign of 1840 had for its object the election of William Henry Harrison and the substituting in national government of Whig for Democratic principles; the means were log cabins, coonskin caps, barrels of hard cider, great mass meetings and processions; in short, everything that would appeal to the common people.

#### CONNECTION.

A fact standing alone means nothing and a period in history means little unless the conditions from which it grew are known. The American Revolution was not only natural and logical, but also inevitable. The whole continent of Europe "was sifted" and those not in harmony with its institutions were practically forced to come to the new world, where there would be room and opportunity to work

out the problem of establishing a nation that allowed political and religious freedom.

The conditions here fostered this idea still further; families moved into the forests and established homes where the family was practically a law unto itself; the husband built the house and manufactured most of the furniture; his rifle provided food and defense for the home; his wife made the cloth as well as the garments with which the family was clothed. Under these conditions there grew up a people independent, self-reliant, and largely free from the authority of any central government. New world ideals and old world standards were sure to clash as they did, when England attempted to enforce her system of taxation.

The conditions leading up to and the terms of the Louisiana purchase can be stated in a few words, but a volume could be written on the necessity for and results of the purchase.

#### SELECTION.

Intimately associated with connection in history is selection. The teacher must know how to distinguish facts of much worth from facts of little worth, facts that have some connection with the topic discussed from facts that have no connection, fundamentals from particulars.

The fundamental principles that have governed in all of our foreign relations are: (1) That we are never to make a foreign alliance, that is, we are to keep free from all foreign entanglements; (2) "Never to suffer Europe to intermeddle with cis-Atlantic affairs," which is, in effect, the Monroe Doctrine.

The "Spoils System" was not founded on the arbitrary whim of a man who desired to reward his friends and punish his enemies, but on the demand by the common people



for a part in the administration of government. There had grown up an aristocracy of office holding in the national government, but the custom of rotation in office holding maintained in the city, county, and state; and the desire to overthrow the one and establish the other was largely responsible for the introduction of the spoils system.

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## Chapter V.

### THE ADAPTATION OF HISTORICAL MATERIALS—GENERAL.

The problem of the teacher of history is in one respect exactly like that of the teacher of every other subject, viz., he must be able to classify his material and adapt it to the various stages of the child's intellectual development.

From the standpoint of adapting the subject matter, history may be divided into the following divisions:

#### EMPIRICAL.

This is history based on observation or experience.

If it be true that "man learns more in the first three years of childhood than in three years of college life" he must enter school at the age of six with a vast fund of first-hand knowledge. But little, if any, of this is what may be termed abstract knowledge. What he has gained has been through experience and the subject matter presented to him must be of a simple, concrete character.

The difficulties met with by the Pilgrims in landing at Plymouth, the hardships experienced by them during the first winter because of lack of food and dangers from the Indians may all appeal to him, but he cannot understand, and hence will not be interested in the motives that brought these people to the new world.

Greek literature or Greek poetry will have no attraction for him because he cannot understand either; but the Trojan war or the education of a Spartan boy may be easily understood because he knows from experience something of such things. For the same reason the myth, the fable, the story, the legend, folklore, tradition, are interesting. They deal

with that which is common to all mankind. Pioneer history, colonial history, and the history of primitive peoples are other examples of empirical history.

Memory is the first faculty of the mind to be developed. "Memory is a conscious revival of any kind of past mental experiences. We may recall not only any object that has been presented to any of the senses but also any former mental experience such as thinking, feeling, or willing."

The child's sensibilities are very strong. Sense perceptions furnish him the facts for most of his knowledge and memory is strong because it is dependent upon these perceptions. The child therefore should be given that kind of history which he can interpret largely through the senses and his past experiences.

He likes to memorize because it is easy for him, and never tires of hearing the story repeated although he may know it thoroughly; nor does he ask reasons for things but accepts them. This is a favorable time to store his mind with facts that may be used later.

#### IMAGED HISTORY.

A very small part of anyone's knowledge has been gained directly by sense perception. Since history is a record of all time and space it is impossible for any one to know much of it unless he can reproduce it by means of images brought before the mind. The people of one country or age can know those of another only by means of the picture, the printed page, or oral explanations. But these images must be in terms of the child's experience. The child reared in a city where he had rarely, if ever, seen cattle or horses would have great difficulty in understanding the meaning of the term "cowboy," but it would be very simple for the child

reared on a farm where he would have opportunities to become familiar with all kinds of stock. The terms lords, ladies, noblemen, knights, castles, convey little meaning to the minds of the American child because there is nothing in his experience with which to compare them.

But only what may be termed "material" history may be imaged. The dress, the ships, the crew of Columbus may be pictured, but not his indomitable spirit or patient persistence; Roger Williams leaving Massachusetts in mid-winter, wandering through the wilderness until he is given shelter by a friendly Indian, may be pictured, but not the principle that induced him to endure these hardships. The Freedman's Bureau, the Klu-Klux-Klan, and the pitiable condition of both the whites and the blacks in the south at the close of the Civil war may be shown to children, but the principles of reconstruction can be understood by those only who are capable of close reasoning.

In the development of the mind the imagination comes next after the memory and is strongest in childhood. During this age the reasoning power is weak and the child is "fancy free"; consistency does not bother him. The creatures of his imagination are as real to him as the objects he meets with in his every day life. It can hardly be said that memory is the power of representing sense images, while imagination represents the images of the mind, but both are a part of the representative power and differ more in degree than in kind. It is memory that gives the power to bring up before the mind the appearance of a man or a horse once seen, but the imagination will allow him to see the two in one, as a centaur.

The child will therefore be most interested in the myth, the fable, the legend, tradition and stories, as all of these

things appeal most strongly to his imagination. They also afford a great variety of reading matter, contain much of value to him in his future study of literature, and afford some of the best material for the formation of character.

#### PERSONAL HISTORY.

Personal history is that recorded of the individual expressed in biography, autobiography, memoirs, diaries, private letters, etc. Carlyle has said that "History is the essence of innumerable biographies." This is to a certain extent true, yet every one can see a vast difference between the life of an individual and that of the age in which he lives. Many of the facts of the Civil war are treated in the lives of Grant, Lee, and other great generals of that time, yet there is much in the life of each that does not belong to the war. There was doubtless much truth in the boast of Louis XIV of France that he was the state, yet a history of that nation could be written without giving a very full account of him. Men identify themselves with great national issues and to that extent their lives are a part of the national history. Calhoun stood for state sovereignty and Webster for national unity and Jane Addams for social settlement, yet a history of each of these movements may be written and leave out much of the lives of any of those connected with it. There is a distinction between men and issues as measures. The one stands for a personality, the other for a principle; the one is concrete, the other is abstract. Lincoln's Gettysburg address, as well as many others, illustrates his power as a public speaker, but they do not tell so much of him as a man. This side of his life is illustrated in numberless acts of kindness and thoughtfulness for the comfort of others. Yet every phase of history may

be made more interesting by being associated with the lives of great men and women. The progress of the negro when viewed in the abstract is not a very inviting subject, but the same story as told by Booker T. Washington in his "Up From Slavery" is most interesting.

#### ENTHUSIASM.

Every child, in his intellectual development, passes through what may be termed the "heroic age," when his sensibilities are keen and he is very responsive. He likes action, contests, hairbreadth escapes, men and women who accomplish something. The life of the warrior, the inventor, the discoverer, the explorer and the pioneer, all appeal to him because the personal element is so prominent in their work.

His love of the subject of history may be greatly increased because of his enthusiasm for his hero who is a prominent part of it. His line of reading may be turned in any direction by the choice of the biography made for him. Boone, Lewis and Clark, Pike, Fremont, were all closely connected with the work of exploration in the United States; Morse, Field, and Edison with the various inventions in connection with electricity; Huntington, Stanford and Cook were railroad builders; Horace Mann and Miss Lyon were closely allied with the early educational development of this country; and prominent characters may be selected illustrating practically any phase of the history of any nation.

#### NATIONAL HISTORY.

In history the child may go over the same ground many times but it should always be with a different idea in view.

He may become acquainted with the facts as he reads or hears them in stories. These stories may be connected if they are a part of industrial, political, or educational history; while the various stages in the development of any phase may be shown in the lives of the people who have been prominently identified with it. There are many stages in the progress of navigation from the canoe to the modern steamship, but the whole subject may be very properly treated in the life of Fulton. Any political issue may be fully considered in the life of him who advocated it, and the same is true of the various stages of educational growth.

National history is the presentation of it along the six fundamental lines, using ideas, facts, stories, and biography to show the stages in the advancement of social progress. Facts are considered from the standpoint of combined rather than of individual efforts—considered collectively rather than singly.

#### JUDGEMENT.

While children do a great deal more thinking than they are sometimes given credit for, yet it is true that in the order of their intellectual growth the reasoning faculty comes last. When they begin to think, to judge, and to reason, they begin to form what is sometimes termed “historical wholes”—units of thought. Instead of learning the story of the Pilgrims, the settlement of Massachusetts Bay Colony, or the foundation of Harvard college, they study the growth of the colony of Massachusetts; instead of studying the introduction of slavery, the treatment of slaves, they trace its development. They are no longer content merely to memorize the facts presented to them, or to read stories, but they ask for reasons and try to discover relations, to learn the purpose, or to see the results.

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## Chapter VI.

### METHODS OF INSTRUCTION—GENERAL.

#### TIME.

For the teacher who has many classes, or the school that already has a full course, the question of time is a serious one when the introduction of new subjects is mentioned. But there is always a time for that which is most important. Let the subject be alternated, correlated with, or substituted for, other subjects. For reading, read history, for some geography study, historical geography; in language work use some historical incident; instead of using so much time for number work or arithmetic devote some of it to the study of history. Two or three recitations per week throughout a child's entire school life devoted to this subject will mean much, not only in what is actually done but in showing the child what may be done. If in the lower grades all cannot have books, the teacher can read one book to all. If she has not time to finish a book she can read enough so that the child becomes interested and he will finish it.

#### HISTORIC UNITS.

The form in which thought should be presented will depend upon the intellectual condition or development of him who receives it. The child thinks only of an object, as dog, horse, apple, etc.; later he thinks of acts, as the dog barks, or the horse runs; and still later he adds qualifying conditions both to the object and the acts and says, the big, black dog runs into the house, or, the white horse pulls the wagon;

but he still thinks in short independent sentences. As he grows older he may take many sentences to describe the object or its acts; and when he becomes intellectually mature will, if he be writing, combine his sentences into paragraphs, his paragraphs into chapters, and his chapters into a period or epoch.

These facts must be recognized in the presentation of the subject of history to children. The size of the unit will depend upon the child.

An historic unit corresponds to the sentence, the paragraph, the chapter, the part or the whole of a book, according as one thinks, in large or small units. The ordinary United States history has a chapter on discoveries and explorations. This is subdivided into the work of the English, the French, the Spanish, etc., and this is still further subdivided into the work of each individual discoverer or explorer which may be described in one or more paragraphs.

De Soto discovered the Mississippi river. He was a Spanish explorer, and he may be thought of individually or as one of many Spanish explorers. Again there might be many paragraphs devoted to a discussion of De Soto's life and work, who he was, his previous career, the route taken by him, his treatment of the Indians, his death, the results of his work, etc. Each of these would form a unit by itself or they might all be taken together to form one unit which would be a part of the Spanish explorations, which, in turn, would be a part of all the explorations.

A period or epoch in history is a portion of time when the people are dominated by some leading idea. In United States history there are the periods of discovery and exploration, inter-colonial conflict, revolution, etc. It is needless to say, however, that an "epoch" is to some extent an arbi-

trary arrangement of the author, and its duration will depend upon the dominant idea chosen by him. The conflict between slavery and nationality lasted from the forming of the constitution to the reconstruction of the seceding states; but if this same period be considered from the standpoint of conflict between nationality and Democracy, the domination of one political party or another, or ideas of expansion, or the War of 1812, or that with Mexico, it will be divided in a different way.

#### GEOGRAPHY.

The geography taught in connection with history will come under the following heads:

1. *Descriptive*—The mere location of places, used in connection with the study of wars, in the location of settlements and in tracing of the routes taken by the people in moving from one place to another.

2. *Political*—Which shows the boundaries of states and nations, the territory gained by treaties or otherwise, what was included in the Northwest Territory, the seceding, neutral, or loyal states in the Civil war.

3. *Commercial*—Which includes the sea routes, rivers, roads, and the highways generally, along which commerce moves.

4. *Physical*—Which determines why the people at one place are farmers, at another fishermen, miners, manufacturers, or engaged in commerce; and why one kind of labor is desired at one place and another elsewhere.

Descriptive geography should be taught whenever history is taught, but the other three kinds belong only to the intellectual period of the study. Maps are indispensable *and when possible* they should represent most prominently

those things desired to be seen. For instance, a map showing rivers, roads, boundary lines, mountains, and many other things will not give a student a very clear idea of the Oregon Trail, or of the boundaries of the Louisiana Purchase. Far better for the teacher to get outline maps with only rivers mountains and boundaries and color them to show what is desired, and if possible let each student have corresponding maps of note book size, which he can use in the same way the teacher uses the larger maps. This kind of work fixes, as nothing else can, the facts in the mind of the child.

In the history of wars, discoveries, explorations, settlements, movements of people, boundaries of nations, etc., geographical narration plays an important part; a knowledge of geography is fundamental, indispensable, and the study of it should come first.

#### PICTURES.

The child does not always get the correct idea from the printed page. He may be deficient in imaginative power, or he may not understand the language used, even though it gives a perfect "pen picture." But when a picture is placed before a class all members may understand, and understand alike. The tools, implements, and household utensils of the pioneers or of primitive man cannot be understood well, if at all, by mere description, but from a picture a child will gain the idea at once. Then there is an intensity, a concentration, about seeing a thing that cannot be gained by merely describing it. In addition to this, reprints of noted works of art may be obtained that have much value from an artistic standpoint, and the teacher should make much use of these aids in her work.

Much of history in the grades appeals to the sensibilities, and the child cannot understand it unless he can reproduce it by means of his imagination, or it is brought before him by means of diagrams, maps or pictures. A picture of a Roman road, the Acropolis of Greece, a sword, a shield of the Briton, the ships of the Vikings, the battle-ax or helmet of the Saxon, the tomahawk of the Indian, the mortar and pestle with which the corn was ground, the castle or walled town, a knight dressed in armor will aid pupils, and many other things with which the child is not familiar may be learned from pictures.

#### VISUALIZATION.

A very large part of what one knows is due to his power to bring images before his mind. He sees an object, hears a sound, or tastes a substance, but if he have not the power to reproduce, in imagination, the object, the sound, or the substance, he has no knowledge of them when they are not in his presence.

Again his power to understand what he cannot see through its likeness to what he has seen will depend upon his power to produce a mental image of it. The landing of the Pilgrims will mean little to him who cannot form an image of land, water, waves, sleet, snow, small boats; and of men, women, and children camping in tents, on frozen ground, surrounded by hostile Indians, and with the discomforts of stormy weather. Sheridan's ride and the battle raging twenty miles away will mean much or little according as the child can or cannot get a mental picture of these things.

Maps, and pictures of house, boat, utensil, dress, or object will aid much, but after all reliance must be placed

largely upon the printed page to gain an idea of the things described. Great care should therefore be taken to see that the child understands the language used by the teacher or in the book, and that the descriptions are such as to give him clear mental pictures, otherwise his knowledge of or interest in the object will amount to little.

Historical geography as well as much of other kinds of history appeals to the imagination, and cannot be understood without the power to bring images before the mind. All do not possess this power to the same degree, hence what may be well understood by one pupil, because of this power, will be vague to another, because of a lack of it.

Children have keen, tender sensibilities and vivid imaginations; cruel or frightful pictures or images therefore should not be brought before them.

How well one understands a thing or how long he remembers it will depend upon how clearly the image of it is seen by him. The teacher therefore should in every way possible seek to make the image brought before the mind of the child clear and distinct.

#### CORRELATION.

The term correlate may be used as an adjective, a noun, or a verb. As an adjective it shows that certain mutual or reciprocal relations exist between two subjects. For example, history and geography are "one and inseparable." Jamestown and Plymouth are places in geography; they also have an historical significance. The study of a war is to a certain extent the study of the geography of the country where the war is waged. A knowledge of the history of explorers requires a knowledge of the countries explored.

*Literature*—As a noun correlate expresses the fact that certain qualities are common to two subjects. A character in history and one in fiction, if correctly drawn, do not differ very greatly as both are endowed with the qualities of a human being. The materials of history and those of certain kinds of literature are the same, and what will aid in the study of one will be of benefit in the study of the other. Myths, fables, folklore, historical novels, are thought of as literature, but they are good stepping stones to the study of history, and the history of a country furnishes much of the material for its literature.

*Civil Government*—Certain relationships and similarities exist between subjects and it is the duty of the teacher to make these relationships and similarities real by correlating—that is using the term as a verb. The town, the county and the colonial system of government as found in the colonies afford a splendid opportunity for teaching municipal, county and state governments of today, while equally good opportunities may be had for teaching the national government in the study of the Articles of Confederation, and the formation of the National Constitution.

The political is the largest element in the history of any country, and the more a child knows of the government of his country, the more he knows of its history. Care must be exercised as regards the time when this kind of subject matter is to be presented. A child in the sixth or seventh grade can understand something of city and county governments, and in the eighth he can do more or less with the state and nation. Of course, anything like a thorough knowledge of these subjects may not be expected before he reaches his senior year in the high school.

**HOW TO TELL A STORY.**

The success of story telling depends upon many different things, but the following are believed to be the more important elements:

First, the story teller should be able to enter into the spirit of his story. The good actor claims that while acting he *is* the character he represents, moved by every force and impulse that influence such a character and in the way that it would be affected. So it should be with him who tells stories. If he tell of the baby stars he should feel toward them as he does toward babies; if he go with Jason in quest of the Golden Fleece, the flying sheep should, for the time being at any rate, be a reality; if he would enjoy the account of Aladdin's lamp he must not allow himself to be bothered by its logical impossibilities, but be as much influenced by the imaginary as by the real, or in other words, make the imaginary real. This will prevent self-consciousness and cause him to act well his part because he will be actuated in all he does or says by it.

**INTEREST.**

The first requisite for an interesting class is an interesting teacher, and his interest will depend upon the amount and freshness of his knowledge. He should know much more than does his class and much of his knowledge should be so new that he will take a keen interest in its presentation. It must always be kept in mind that "what to teach" is of infinitely more importance than "how to teach." In other words, that "matter always comes before method."

The second requisite is an interesting selection of subject matter; that is, subject matter suitable to the child; some-



thing full of action and variety, as he has little power of concentration; something that his previous experience will enable him to understand. He likes to study about people rather than events, admires men who possess great moral courage and physical strength; men who outwit and defeat an opponent. The child does not possess very great reasoning powers and hence is more interested in the particular than in the general; more interested in a story than a discussion.

Interest depends upon energy, will power, and the power of concentration, or the ability to keep things before the mind's eye until the child can feel the force of what is read, hence much depends upon the teacher.

#### THE RECITATION.

The object of the recitation is to test the pupil to see that he has mastered the work assigned and to assist him in the preparation of what is to follow.

*Topical*—This is the method most commonly used. The teacher announces a topic and then calls upon some pupil to recite. Every topic contains a certain number of facts which the teacher desires mentioned. The pupil should be allowed to tell what he can about it without being prompted or interrupted by the other members of the class. Care should be taken not to assign a topic with a larger number of facts than the pupil may be expected to enumerate and an opportunity should be given at the close of his recitation for the other pupils to make mention of any facts which he has omitted.

*The Written Recitation*—In the upper grades where the pupils write readily, this method may be used in any kind of

review, or the development of a subject. Ask questions that will require short answers; take two-thirds of the time ordinarily assigned to the recitation with the questions and then call on different members of the class for answers, allowing them to recite from their notes. Such work is pointed, fixes in mind the facts, and trains the child in the work of developing complete topics or historic integers.

*The Outline or Diagram Method*—This method consists in having the class recite from outlines placed on the board, or paper when each child has a copy. It can be used only in the upper grades and in review or development work. It teaches the pupil how to generalize or to establish a fundamental when given particulars.

*Oral*—One who teaches children should not follow too literally St. Paul's advice and put away childish things, but he should continue to be able to think as a child, understand as a child, feel as a child, and speak as a child, otherwise there will be no bond of sympathy between him and the child, nor can they understand each other.

In the oral presentation of a subject, the teacher should be so familiar with it that he will not hesitate either for the thought or the proper word to express it. There should be movement, vivacity, and snap in the narration of what is given to the children, and it should be largely without the use of book or notes that he may be able to observe the members of the class to see if they are following and understand, for it is folly to proceed if they are failing in either of these respects. He should not go into details to the extent of becoming tedious—some things may always be taken for granted—nor should he be so brief that the child cannot understand. Just how brief or full his explanations,

must be determined by the character of the work, of which he must be the judge.

#### TEXT BOOK.

A good text book is indispensable. There is a definiteness about it that is very helpful to both teacher and pupils. In school a child should and usually does do what he is told; again, the teacher and the child should work along the same lines. As the name indicates, the teacher should know more than is found in any one text book. He must be constantly collecting new material, know where it belongs, and what to do with it. It should be kept in mind that grade work is largely fact work, and necessitates much "drilling" to fix these in mind. Too much of this kind of work, however, tends to dull the memory, hence a certain amount of development work should be given as it will arouse intellectual activity. The subject should be so presented that the pupil will continually see new fields beyond, and desire to explore them.

The trouble with the average one volume text book on history is that it is more of an encyclopedia than a treatise, and a slavish adherence to it will deprive the work of continuity and interest. A certain number of judicious omissions and additions should therefore be made by the teacher.

#### BOOKS AND HOW TO USE THEM.

The general kinds of books have been indicated in the chapters on the forms in which historical materials are recorded. To this list should be added encyclopedias, special reports, current literature, and dictionaries of United States history.

The parts of a book are its table of contents, index, appendix, historic tables, pronouncing vocabulary, topical analysis, maps, diagrams, lists of questions, bibliography.

The table of contents is found at the beginning of the book and is a topical analysis of the subjects treated. In a one volume text book this will be of little value to the pupils, since the topics usually refer to a chapter or a period, but in a larger work it may refer to units almost as small as a paragraph and thus becomes very helpful. This comes from the fact that in the smaller book the relation between the facts is that of time, while in the larger it is casual; the treatment therefore is chronological in the one case and topical in the other.

The index is always a reference to some subject and indicates the various pages in the book where mention is made of that subject.

An appendix means some additions to the book which may be used as supplementary material; for example, copies of the Magna Charta, Bill of Rights, Declaration of Independence, United States Constitution, etc.

Historic tables include such information as the date of admission of each of the states, their area, capital, population, lists of the chief justices and presidents of the United States.

A pronouncing vocabulary gives the correct pronunciation, with diacritical marks, of the proper names found in the book.

Topical analysis is an outline of subjects, found sometimes at the close of a chapter or at the close of the book.

Maps and diagrams and lists of questions need no explanation.

Bibliographies are lists of books referred to by the author or which may be helpful in the investigation of some particular subject.

The use to be made of books will depend upon the character of the information sought.

The Northwest Territory, the Expunging Resolution, the Declaration of Independence, the Underground Railroad, the Cotton Gin, James Otis, are all different kinds of topics. General information as to boundaries and government is sought about the first of these topics, and a dictionary of United States history or an encyclopedia will supply this; the second topic is specific and the information may be gained from consulting an index in a small book, or table of contents in a larger; while the Declaration of Independence itself will furnish the best information on the third topic, if subject matter is sought. The Underground Railroad is a general topic and may be found in an encyclopedia or table of contents in a history that treats the subject fully. The Cotton Gin may be considered in connection with slavery or inventions, and will be treated perhaps with each of these subjects; while biography will have to be consulted to get satisfactory information in regard to James Otis.

Historic tables may be used in review or reference work, and the same may be said of bibliographies. The questions found at the close of a chapter may also be used for this purpose, and also to develop a subject.

One thing must be borne in mind by the teacher and that is that the pupils cannot use books unless directed. He should therefore give them specific directions as to what books to consult and how to use them in order that the information sought may be gained.

## SUPPLEMENTARY READING.

From the very nature of the case a one-volume book on any subject can give but a brief account of those things described. The child, on the other hand, because he has so little general knowledge or power to reason, needs full accounts, both that he may understand and be interested. The teacher of arithmetic gives supplementary problems until he is certain that the child understands the principles involved, and for the same reason supplementary work is given in the other subjects.

American independence, like the great rivers of the country, had many sources; but the head spring which colored all the streams was the "Navigation Act" (Bancroft). The same thing might be said of slavery in connection with the Civil war. It is the duty of the teacher to see that the pupil explores the many tributaries that go to make up any great stream of thought. Supplementary reading for this purpose gives breadth and depth to history study as nothing else will and lends an interest to the work that nothing else can. Members of the class ought to be encouraged to bring books containing other accounts of whatever they may be reading. The teacher should be as much interested in cultivating a taste for reading and the habit of research as in any other feature of the child's work.

In arrangements for supplementary reading care should be taken to give exact book and page. The child will not take the time, and does not have the knowledge necessary to investigate, and the teacher cannot hold him so responsible for independent work as he can when exact assignments are made. Required supplementary reading should not be earlier than in the sixth grade, and then only a small amount. But if the teacher succeeds in arousing an interest in the work

the pupils will of their own accord do much, and this is far better both for the teacher and the pupil.

#### THE LIBRARY.

Closely allied to supplementary reading is the use of the library. Nothing acquired in school is worth more to the student than the ability to work by himself. The progress he makes in school will depend, to some extent, upon his teacher; but his growth after leaving school will depend upon his individual efforts. In the use of one book memory is the chief factor in his work, but when he begins the use of many books, where the same subject is presented in different ways by different authors, he begins to think for himself. Anything like research work is impossible with one book where there is a plain statement of plain facts with no attempt at explanation. Again, he learns in the library how to do constructive work, how to take bare facts and interpret them in their connection with the other facts; he investigates, thinks, arrives at a conclusion. By this means his memory work becomes easier—it is “constructive.” He learns where things are and how to find them, and hence does not have to remember them.

There are various kinds of libraries—the public, the school, the high school, and the class room. The books found in the first two are likely to treat of general topics and to be of general interest, and to consist of encyclopedias, reports, fiction, history, etc. The selections for the high school are made largely with reference to that grade of work. So far as the children are concerned the class room library may be made by far the most useful. The books are selected with reference to their particular needs, are accessible, and the work in the class may be correlated with the

information to be gained from the books on the shelves. If the teacher makes any assignments for supplementary reading he can indicate page and book where it is to be found. If he desires to read selections to supplement the work in the class, the books are always present; and the same may be said where the child of his own accord desires to do a certain amount of reading. In all cases it is possible for the teacher to give immediate supervision to his work.

#### NOTE BOOK.

The preparation of a note book implies the power to write rapidly, condense readily, and do constructive work. The average grade pupil possesses none of these qualities except to a very limited degree. The mechanical feature of writing in the preparation of his note book will be a great drain on his time; he has not acquired a sufficient number of particulars to enable him to establish a general or fundamental principle; and he has not arrived at an age when he may be expected to do synthetic work.

The grammar grade pupil should be expected, however, to keep a note book for such work as the teacher himself may give him. It should contain all of the outline maps for historical geography, and such references, summaries, and directions as may be given from time to time.

It is unnecessary to add that the teacher should insist upon neatness and exactness, for if carelessness is allowed in one kind of work it is more likely to occur in another, besides the better appearance the work makes the more importance the pupil will attach to it and the more interest he will take in it.

A note book should be chosen where single sheets of paper may be used, then if a mistake is made it can be cor-



rected without marring the book in any way. The same reason holds good if it is desired to make additions or alterations.

#### REVIEWS.

Each recitation should be a part of that which precedes it, as this is part of its preparation. Reviews may be a means of comparing one person, place, or event with another; of fixing the particular in mind; or of collecting particulars to establish a fundamental. Again they may be more general and the causes, campaigns, and results of one war may be compared with those of another; or the modes of travel, kinds of schools, churches, manner of living in one country may be compared with those of another.

The object of the review is to give the pupil a broader view of the subject; to teach him how to investigate; to encourage the reading habit; to fix in mind more firmly what he has read; and to show him how to use particulars in the establishment of a fundamental. Just how much time shall be given at the close of the term, or on the completion of a subject will have to be determined by the teacher. The work is sometimes gone over very carefully with all members of the class present, then there seems to be little need for a review, but when for some reason the work could not be well done a thorough review becomes a necessity.

#### WRITTEN TESTS.

Written tests should be held at the option of the teacher. They may come weekly, monthly, or at the completion of a subject. Nothing need be said about the time of the test nor should any attempt be made to excite the pupil over the results. The test should be as natural and the pupil

should have the same feeling towards it that he does towards his regular recitation. These tests may be used as a means of review; to teach the pupil how to think; and how to express himself; as well as to show him his deficiencies; but they ought to be so conducted that the pupil will have the same feeling toward them that he has towards his regular work.

#### EXAMINATIONS.

Examinations become less and less a necessity for the regular and faithful student, yet they are often required before he is allowed to pass to another grade. In case of an examination a student should have a term review when the whole subject may be hurriedly gone over. It will always be to some extent a memory test and an opportunity, therefore, should be given to refresh the memory; and then, too, reviewing for a test is by no means a waste of time as facts are fixed in mind and a comprehensive view of the subject is gained. But the examination should never be held over students as a "whip" to get them to do their work. Such a motive rarely does any good and often does much harm to the faithful though, it may be, nervous, sensitive child. The student should always feel that his daily standing as well as his ability to pass an examination will determine whether he does or does not "pass" in any subject.

#### QUESTIONS.

Great care should be exercised by the teacher in the preparation of his questions, making them neither too simple nor too difficult, and expressing them in language that will admit of only one meaning. He should also be careful not to give

more work than may be done in the time allowed and to adapt the questions to the grade which is being examined.

#### OUTLINES.

An outline is a mere expression of subjective truth in an objective way. One cannot make an outline of any value until he sees the relations of which it is composed, nor can he use the outline of another until he sees these relations; but, whether one make his own outlines or use those of another, they may be of great assistance if rightly employed.

Outlining aids in the ranking of facts, and is to the work what the frame is to a building. The minor facts are more easily put in their places when the more important ones can be seen. The outline is the expression of the fundamentals, the particulars are to be filled in. It is only a part of the mental image but it will aid greatly in obtaining the whole.

While no teacher can do successful work unless he has his subject outlined, that is, groups it as a whole, yet the pupil cannot do much of this because he neither has the power of generalizing nor, as a rule, has he a sufficient number of facts to admit of generalization. In the grammar grades outlining in review work may be attempted by them, and the teacher may require them to recite from outlines as this is more likely to give them a comprehensive view of the subject.

#### DEVELOPMENT OF A SUBJECT.

The development of a subject is naming in a logical order the particulars that establish its fundamental principle or make it an organic whole. This work falls into two parts.

The outline, which is a statement of the general principles or the naming of the main topics. There were three general forms of government in the colonies; the Royal, the Proprietary, and the Charter, yet no two of the colonies had exactly the same form of government. Massachusetts was a charter colony, yet not so democratic as the charter colonies of Rhode Island and Connecticut. Pennsylvania was a proprietary colony, yet it differed from Maryland, which was also a proprietary colony. Yet in all of the colonies there were three departments of government—executive, legislative and judicial, and in all the legislature was usually composed of two houses.

The particulars, or sub-topics, are named which establish the general or complete the organized whole. Continuing the illustration used above of the colonies, the manner of the election of the officers of each of the three departments might be named; their powers and duties; the length of the term of their office; the manner of administering local government; the civil and political rights of the people; etc.

#### TEACHER'S PREPARATION.

The strongest qualification of any teacher is knowledge of the subject. He should see clearly the fundamental principles, the important points, be able to put his question in many ways, and be supplied with abundant illustrations.

In the second place the teacher should be interested either because of new knowledge just gained or from gaining a new point of view of knowledge already possessed. The teacher should also know books and how to use them, should be enough of an actor to bring himself under the influence of the passions portrayed in that part of history studied.

He should see clearly the immediate and the remote object. It should not be a question of taking a thing because it is in the books or of omitting it because it is not. He should know what is or is not important, what is or is not germane to the subject under discussion, whether the material used is or is not adapted to the grade where it is being used. He should supply himself with maps, charts, pictures, reference books, and illustrations of every kind that will aid him in his work. His preparation should be general in that he has a broad knowledge of the subject, and specific in that he has made special preparation for each particular recitation. He should know his subject so well that he will know when to take time and when to make time.

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 Sara Cone Bryant, *Stories to Tell Children; How to Tell a Story*, X  
 Bates, *Norse Stories; How to Tell a Story*, V.  
 Hinsdale, *How to Study and Teach History; Time*, (75). *Geography*,  
 (153). *Teacher's Preparation*, (139). *The Recitation (Topical)*  
 (60). *The Recitation (Oral)*, (59).  
 Barnes, *Studies in Historical Method; Time*, (36). *Geography*, (35)  
*Libraries*, (33). *Note Book*, (37).  
 McMurry, *Special Method in History; Time*, (134). *Geography*, (36).  
*How to Tell a Story*, (36). *Interest*, (69). *The Recitation (Oral)*,  
 (50). *Development of a Subject*, (74). *The Reviews*, (57).  
 Harrison, *The Meaning of History*.  
 Bourne, *The Teaching of History & Civics; Time*, (136). *Geography*,  
 (138). *Pictures*, (155). *Correlation*, (47, 112). *How to Tell a*  
*Story*, (354). *Interest*, (87). *Teacher's Preparation*, (149). *The*  
*Recitation (Topical)*, (163). *The Recitation (Written)*, (166).  
*The Recitation (Oral)*, (49). *Textbook*, (49). *How to Use Books*  
 (91). *Libraries*, (117). *Note Book*, (167). *Reviews*, (162).  
 Channing & Hart, *Guide to American History; Geography*, (169).  
*Pictures*, (172). *Correlation*, (29). *Teacher's Preparation*, (21)  
*The Recitation*, (152). *The Recitation (Topical)*, (207). *Text*  
*book*, (153). *How to Use Books*, (197). *Libraries*, (142). *Note*  
*book*, (148). *Reviews*, (154). *Written Tests*, (223). *Examina-*  
*tions*, (205).

- Jennie Hall, *Viking Tales; How to Tell a Story*, (205).
- Report of Committee of Seven; *Pictures*, (248). *Correlation*, (15). *How to Tell a Story*, (166). *Teacher's Preparation*, (116). *The Recitation*, (86). *Textbook*, (91). *How to Use Books*, (25). *Supplementary Reading*, (144). *Libraries*, (97). *Note Book*, (94). *Written Tests*, (93). *Examinations*, (217).
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## Chapter VII.

### GENERAL METHODS OF PRESENTATION.

The terms instruction, drill, teaching, learning, educating, lesson, and recitation, all should be understood by him who attempts to impart knowledge to another.

#### INSTRUCTION.

Instruction is directing another what to do. A principal instructs his agent how and on what terms to do business; the people instruct their representatives in the legislature or in congress what measures to present and how to vote; the teacher instructs his pupils how to proceed to acquire knowledge.

#### DRILLING.

Drill is the repetition of the instructions by the pupil until he can follow them without the aid of another. The form of the pronoun in the nominative case may be used until he can always use it correctly; the terms of the Compromise of 1850 may be repeated until they can be recited perfectly.

#### TEACHING.

Teaching is sometimes defined as the act of imparting knowledge, of giving intelligence, of exhibiting something. Or to state it negatively, it is not telling how to acquire or to do something—that is instruction; not the supplying with power to know or to do—that is education; but it is a contribution made by the teacher, a gift of knowledge from him to the pupil.

Of course the teacher both educates and instructs in his teaching and it is difficult to tell just where the one ends and the other begins. Perhaps it would be more nearly correct to say that they represent stages rather than parts of the same process. Yet in teaching, the teacher takes the initiative and the work is primarily his.

#### LEARNING.

Learning may be said to be the pupil's act independent of the teacher. He may learn from books, by observation of men or nature. The self-made man is one who has acquired knowledge without a teacher. Lincoln was without educational advantages yet was a very learned man, some one having said he read less and thought more than any other man of his time. Some pupils learn more rapidly than others because they have the power of self-activity.

#### EDUCATION.

To educate is to impart power rather than knowledge, or perhaps it would be more nearly correct to say that it is imparting power by imparting knowledge. Grant's education gained at West Point gave him the power to apply the principles of military science. Roosevelt's education gained in the city, on the ranch, at the university, as police commissioner, governor, commander in the army, enabled him to apply the principles of government in many spheres of life.

#### TEACHING EXERCISES.

Using the term in a broad sense, the exercises of teaching fall into two general classes; first, the lesson, for which the teacher is largely responsible, at least in the lower grade,



which embraces instruction, drill and teaching; and second, the recitation, for which the responsibility falls more largely on the pupil and which includes learning and educating. As a matter of convenience, however, both of these processes will be considered under the general term "Lesson Plan," consisting of the following parts: aim, subject matter, preparation, presentation and assignment.

#### LESSON PLAN.

*The Aim.*—Until the teacher asks himself this question he never realizes how largely dependent upon the text book he is or how unsuited the material often is for the purpose intended. The aim may be to teach some moral lesson, to cultivate the imagination, or the reasoning power, to acquaint the pupil with the facts of history, to arouse an interest in the subject, to acquire knowledge, to train his historical judgment, or one of many other things that might be mentioned. Sometimes many of these things may be considered in one subject, for example, the Lewis and Clarke expedition.


*The Subject Matter.*—This includes the facts set forth in the work presented. It may embrace so many paragraphs or pages, or it may be a reproduction of what has been presented orally, or of what has been assigned to be gathered from works of reference. The Cumberland road, the Missouri Compromise, the early methods of travel, the first legislative assembly at Jamestown, are subjects that call for the recital of a certain number of facts, the exact number being understood both by the teacher and the student, as each takes them from a common source.

*Preparation.*—Each recitation requires a certain preparation by the pupil. His mind must be prepared by the

teacher for, and his interest aroused in, today's work. What he did yesterday must be linked to what he expects to do today. This may be done by a brief review of the preceding lessons, or by asking a certain number of questions, and presenting the information necessary to enable him to understand the work assigned.

*Presentation.*—This is the work of the teacher. By announcing the topics upon which the pupil is to recite, by directing his recitation, by means of skillful questions when he is wrong or fails to recite, he can get him to name all the particular facts brought out in the subject matter offered for consideration. The teacher may also ask a certain number of thought questions that are connected with the recitation and may also supplement the work with knowledge possessed by himself or cite the pupil to sources where additional information may be had. But there is always danger of the teacher becoming impatient with the pupil and asking too many questions or volunteering too much information. The pupil should learn to recite topically rather than depend upon the teacher to direct or prompt him by asking questions.

*Assignments.*—The assignment differs in amount, rather than in kind, from the subject matter. It is indicating the exact work that is to be prepared for the next recitation. In the lower grades much time is spent with the assignment, but in the upper grades it may sometimes be made in paragraphs or pages, yet it should always be carefully planned by the teacher, that the pupil may know exactly what he is to do. Indicate briefly the central thought, the connecting links, when the thought, and when the language is to be memorized. Let the lesson be neither



too short nor too long. Sift out briefly the more from the less important parts, and if possible send the class away interested.

#### BIBLIOGRAPHY.

From the teacher's standpoint bibliography should come first. He cannot do much with his subject until he gets acquainted with its literature. This may be most readily done by consulting carefully compared bibliographies, such as those found in the Report of the Committee of Eight, Kemp's Outline of History for the Grades, a Syllabus of a Course of Study on the Theory and Practice of Teaching in the Elementary Schools (Columbia, 1908), and Hart's Manual of American History, Diplomacy, Government.

These contain the title of the book, its price, and the address of the publisher.

It has not seemed necessary, therefore, in this work to go much into detail in this respect, as the bibliographies in many of the books recommended are excellent. A "Short Shelf" of books, each of which is indispensable, has seemed preferable to a long list of books each of which may contain something useful. Still farther, it has seemed advisable to cite not only the book, but the chapter and page where the information sought on any particular topic may be found. This plan has for the most part been followed in all references of a professional character. It will aid the Normal or other professional student who is required to do regular supplementary reading in connection with his work in methods. It will save the teacher also much time in making his class assignments.

In the selection of books for libraries for the grades the author has been governed by the same consideration as in

the case of professional books, namely, to get something practical and not to duplicate. Nor has it seemed expedient to include in those lists such works as Bancroft, McMaster, Rhodes, etc., which should be in every good school library and which should be used by the grade teachers. Again, it is not best to get too many books at the beginning as new and better books are being continually printed, which should be added to the library to give it newness and freshness.

LIST OF BOOKS OF REFERENCE FOR PROFESSIONAL STUDIES  
IN HISTORY, AND BY WHOM PUBLISHED.

Report of the Committee of Eight, Chas. Scribner's Sons,  
New York.

Report of the Committee of Seven, MacMillan, New York.

Report of the Committee of Ten.

Outlines of History for the Grades, Kemp, Ginn & Co.,  
Chicago.

The Teaching of History and Civics, Bourne, Longmans,  
Green & Co., New York.

Special Method in History, McMurtry, MacMillan, New  
York.

Method in History, Mace, Ginn & Co., Chicago.

How to Study and Teach History, Hinsdale, Appleton,  
New York.

Studies in Historical Method, Barnes, Heath & Co., Chi-  
cago.

Methods in Teaching, Winterberg, MacMillan, New York.

Topical Studies in American History, Allen, MacMillan,  
New York.

Guide to American History, Channing & Hart, Ginn & Co.,  
Chicago.

The Meaning of History, Harrison, Macmillan Co., New York.

Studies in U. S. History, Riggs, Ginn & Co., Chicago.

History & Literature, Rice, Ginn & Co., Chicago.

Some Principles in the Teaching of History, Salmon, University of Chicago Press, Chicago.

Fairy Tales Every Child Should Know, Mabie, Doubleday, Page & Co., New York.

How to Tell Stories to Children, Sarah Cone Bryant, Houghton, Mifflin Co., Boston.

Stories to Tell to Children, Bryant, Houghton, Mifflin Co., Boston.

Reports of American Historical Association, Department of Interior, Washington, D. C.

How to Study, and Teaching How to Study, McMurry, Houghton, Mifflin Co., Boston.

Common School Didactics, Sabin.

Elementary Education, Keith, Scott-Foresman Co., Chicago.

Essentials of Method, DeGarmo, Heath & Co., Chicago.

The Educational Processes, Bagley, Macmillan Co., New York.

Viking Tales, Jennie Hall, Rand, McNally & Co., Chicago.

Norse Stories, Mabie, Rand, McNally & Co., Chicago.

The Place of Industries in Elementary Education, Dopp, University of Chicago Press, Chicago.

A Bibliography of History, Andrews, Gambriel, Tall, Longmans.

Studies in Literature, Skinner.

Outline of History Method, Fling.

Study of History, Lord Acton, Macmillan Co., New York.

Industrial History of United States, Coman.

- History of the Church, Fisher.
- History of Education in U. S., Dexter.
- Geographic Influences in American History, Brigham, Ginn & Co., Chicago.
- Historical Essays, Rhodes, Macmillan Co.
- Labberton's Historical Atlas, Silver, Burdett & Co., Chicago.
- American History and Its Geographic Conditions, Semple, Houghton, Mifflin Co., Boston.
- American Highways, Shaler, Century Co., New York.
- Historical Geography of the United States, MacCoun, Silver, Burdett & Co., Chicago.
- Outline Maps, Atkinson, Mentzer & Grover, Chicago.
- Outline Maps, McKinlay, Philadelphia.
- Historical Charts of the United States, MacCoun, Silver, Burdett & Co., Chicago.
- Historical Charts of the United States, Atkinson, Mentzer & Grover, Chicago.
- Wall Maps, McKinlay, Philadelphia.
- Wall Maps, Atkinson, Mentzer & Grover, Chicago.
- Map of the United States, showing routes of principal explorers and early roads and highways, Department of the Interior, Washington, D. C.

# COURSE OF STUDY IN HISTORY FOR THE GRADES

Grade	Age	History in the Schools of		Reports of Committees on Study of History in the United States			Proposed Course
		German Gymnasium	French Lycees	Ten	Seven	Eight	
I	6					Primitive Life and Public Holidays	Mythology Stories
II	7					Primitive Life and Public Holidays	Tire and Care Dwellers Indian Life
III	8		Biography		Stories Greek, Roman English, American Norwegian	Historical Scenes and Persons in Different Ages	Pastoral Life "
IV	9	Mythology Classical and German	Biography (French)		Biography Greek, Roman German, French English, American	Historical Scenes and Persons in American History Explorers	Pioneer History King Arthur Legends
V	10	Mythology Classical and German	Biography (French)	Biography and Mythology	Greek and Roman History to 800 A.D.	Historical Scenes and Persons in American History 1760-1865	Grecian Biography Roman Biography
VI	11	Greek History Correlated with Geography	The Orient	Biography and Mythology	Medieval and Modern History from 800 to present	History of Greeks Romans, Germans English, Crusades Discoverers of America	Story of the Middle Ages American Explorers
VII	12	Roman	Greece	American History and Civil Government	English History	Exploration and Settlement of America 1607-1789	U. S. His. 1607-1789 " 1789-1861
VIII	13	Mediaeval	Rome	Greek and Roman History	American History	American History 1789-1909	" 1861-1911 Civics

TIME—1. German schools give three hours per week throughout the entire course.

2. French schools give one and one-half hours, except last year, when it is two to four hours per week.

3. Committee of ten recommended three forty-minute periods per week.

## Chapter VIII.

### COURSE OF STUDY.

#### *Introduction.*

The value of grade work in history is at least five fold.

1. *The Worth of the Facts Obtained.*—All human progress is made by adding to what has already been accomplished, hence the importance of knowing the past.

2. *The Intellectual Discipline Gained.*—The child should not only remember, but interpret what he reads, or, to put it in another way, he is more likely to remember it if he understands what he reads. •

3. *Acquaintance with Books and Skill in Their Use.*—The pupil should be taught to help himself by showing him how and where to find certain kinds of information.

4. *The Value in the Formation of Character.*—The character of the child is determined by the standards which he adopts in molding it; therefore, it is necessary to set before him right ideals and to arouse within him a laudable ambition.

5. *The Awakening of an Interest for Future Work.*—Continued growth is possible only where the child is sufficiently interested to continue his work.

It should be ever borne in mind that no course of study in history or in any other subject is permanent. Such a view would be based on the supposition that there is no educational progress. Nor should it be expected that the material assigned to any grade will be equally adapted to every person in that grade. Some children at the age of



ten may be intellectually more mature than others at the age of twelve and less mature than still others at the age of eight. Again, the child may be a misfit in that his intellectual development is far beyond his educational attainments. Hence, no course of study can be made to fit all schools nor all persons in the same school equally well.

In the selection of subject matter the following should be the determining factors: (1) There should be a logical sequence in all material presented; (2) material should be selected which is adapted to the intellectual condition of the children in that grade; (3) so far as is possible the historic evolution of the human race should be represented in the work done; (4) since many of the children will never go beyond the eighth grade, they should acquire some knowledge of the history of the leading European and American nations, past and present; (5) the child should gain a general knowledge of civics—local, state, and national.

#### FIRST GRADE.

##### *First Semester.*

Fairy stories.

##### *Second Semester.*

Mythology.

#### SECOND GRADE.

The Hunting Stage,  
or

The Tree and Cave Dwellers :

1. Food ;
2. Clothing ;
3. House or shelter ;
4. Tools and weapons.

The Polished Stone Age,  
or

The American Indian :

1. Where they lived.
2. How they lived ;
3. Conflict with the whites.

Correlation:

1. Manual training;
2. Language;
3. Art;
4. Nature study;
5. Ethics.

THIRD GRADE.

Pastoral Life, or the Herdsmen.

Life of the Hebrews:

Life on the Tigris-Euphrates Rivers;

1. Commerce;
  - a. Caravan.
2. The Home:
  - a. The people build homes;
  - b. The people sow seeds;
  - c. The people make cloth;
  - d. The people make bread;
  - e. The people slaughter domestic animals for food.
3. The domestication of animals;
4. The harvest time;
5. Commerce;
6. The establishment of government;
7. Worship.

FOURTH GRADE.

Pioneer History.

I. American:

1. The wilderness;
2. Fishing;

II. English:

1. The country of Britain;

- |                                  |                           |
|----------------------------------|---------------------------|
| 3. Hunters and trappers;         | 2. The Britons;           |
| 4. Fur bearing animals.          | 3. Where they lived.      |
| 5. Animals used for food;        | 4. Their homes;           |
| 6. Highways;                     | 5. Their boats;           |
| 7. Methods of travel;            | 6. Implements of warfare; |
| 8. Colonial homes;               | 7. War chariots;          |
| 9. Pathfinders and trail makers. | 8. How they fought;       |
|                                  | 9. The mistletoe;         |
|                                  | 10. The Druids.           |

Correlation:  
 Geography;  
 Manual training;  
 Art;  
 Reading.

#### FIFTH GRADE.

#### The City-State.

#### I. Greece:

1. Mythology;
  - a. Jason and the Golden Fleece;
  - b. The Trojan war;
  - c. The wanderings of Ulysses;
2. History;
  - a. Lycurgus, Solon, and others;
  - b. Persian wars;
  - c. The growth of Athens;
  - d. Peloponnesian wars;
  - e. Macedonia;
  - f. Alexander the Great.

II. Rome:

1. The peninsula of Italy;
2. How Rome became a city;
3. How Rome became master of Italy;
4. Coming of the Gauls;
5. The new Rome;
6. Rome's war with Carthage;
7. The Gracchi.

Correlation:

Reading;

Geography.

SIXTH GRADE.

The Feudal System.

The Ancient Germans:

1. Early life, including location of the people;
2. Manners and customs;
3. Wanderings through eastern and southern Europe;
4. Conflicts with the Romans and other western people;
5. The rise of the Franks, their war with the Mohammedans;
6. Feudalism and the crusades;
7. Life in the village, the castle, and the monastery;
8. Commercial activity and navigation;
9. Intellectual awakening of Europe.

Discoverers and Explorers of America:

- |                  |                    |
|------------------|--------------------|
| 1. Spanish; (14) | 4. Portuguese; (4) |
| 2. French; (9)   | 5. Dutch; (1)      |
| 3. English; (8)  | 6. Swede; (1).     |

Correlation:

Reading;

Geography;

Civics.

## SEVENTH GRADE.

United States History, 1607-1789.

Origin and Development of Federal Government in America :

1. Colonization;
2. Inter-Colonial wars;
3. Revolutionary War;
4. Development of a National Constitution.

United States History, 1789-1861.

The Establishment and Development of National Government :

1. Conflict between nationality and democracy;
2. Conflict between nationality and slavery.

Correlation :

Geography;

Reading;

Civics.

## EIGHTH GRADE.

United States History, 1861-1910.

America becomes a world power :

1. Conflict between nation and state;
2. Expansion;
  - a. Industrial;
  - b. Commercial;
  - c. Business;
  - d. Territorial.

Civics.

Civics from the standpoint

of:

- |                |                |
|----------------|----------------|
| 1. The family; | 4. The city;   |
| 2. The school; | 5. The county; |
| 3. Precinct;   | 6. The state;  |
|                | 7. The nation. |

Correlation:  
Geography;  
Reading;  
Civics.

#### PRESENTATION.

From the standpoint of presentation two general methods may be pursued in the planning of a course of study—the linear and the circular or topical.

#### THE LINEAR METHOD.

The old method was to begin at the beginning and take everything as it came, chronology being oftentimes the only relation between parts. If one studied any history other than that of his own country he began with the creation of the world and took all nations and every phase of their history. If he studied the history of the United States, whether he was in the sixth grade or in college, he began with Columbus and closed with the last administration. No favoritism was shown; all got exactly the same kind of material. The result of this kind of teaching is that the child memorizes much he does not understand and is tired of the subject before he arrives at an age when he can appreciate it because he understands it.

#### THE CIRCULAR OR TOPICAL METHOD.

This method adapts the material to the child. When he is at an age that he is interested in myths, fables and stories, give him these things, but when he grows older and becomes interested in people give him biography. Still later the circle may be widened and he can study

the history of a nation or of some great movement connected with it. By this means there is no repetition. If the same materials are used more than once they are used to build a different structure. There are certain phases of the life of Lincoln, Lee, or Washington that will interest a child, and there are certain phases that furnish food for thought for the wisest statesman. The Freedmen's Bureau and the Civil Rights Bill are connected with reconstruction and may be understood by children of the eighth grade, but they cannot make much of the "Congressional" plan or the "Presidential" plan, or of the real status of the seceding states; whether they were in or out of the Union; whether they should be reconstructed by the president; or whether it should be done by Congress.

There may be an apparent repetition in some of the work. The child, for illustration, may study the lives of the same people in the fourth that he does in the sixth grade, but in the former case character is the object sought, while in the latter it is events. The fourth grade pupil may be given many things that show the honesty, courage, and unselfishness of Washington, while the sixth grade pupils may take those things that represent him as a part of some public act, national or state.

#### GENERAL STATEMENT OF THE COURSE.

In the primary grades *fairy tales, mythology* and *stories of primitive life*, as they appeal most strongly to the imagination and are most easily interpreted in the light of the child's experience.

In the intermediate grades *biography*, as it is full of the personal, and is most calculated to arouse enthusiasm and supply the child with ideals.

In the grammar grades *national history*, which affords an opportunity for working out integers, historic units or complete subjects.

#### THE COURSE CONSIDERED BY GRADES.

FIRST GRADE.—The child of six enters school with a vast storehouse of unorganized knowledge gained from his parents, playmates, pictures, observations, etc. This knowledge clusters around the myth, the fairy story, the legend, and in some cases a real historical person, and furnishes a good starting point for the work in history. It is immaterial whether these first lessons be called lessons in language, reading, literature, or history, as the materials furnish good subject matter for beginners.

#### MYTHOLOGY.

MATERIAL.—The myths are the earliest recorded attempt to explain and interpret “physical facts, historical occurrences, social customs, racial characteristics, and established rituals, and are expressed in the form of a story.”\* They may be classified as nature, historical, and literary. The first, as the name indicates, has to do with forces of nature; as the heavens; the earth; “the beasts, birds, and trees”; the second deals with the human being in some phase of his life; while in the case of the third there is greater freedom in the choice and arrangement of material in its construction, it being more a product of the imagination and a work of art.

In the nature and history myths the facts must have either a chronological or causal relation; not so with the

\*MacClintock *Literature in the Elementary School*, p. 113.



literary myth. Here the incidents may be selected and arranged to suit the fancy of the author.

While the myths are prehistoric, yet they nevertheless furnish a good historic background for the study of history, and they, together with fairy tales with which they are so closely connected, will furnish splendid material for the child's first year's work in school. No other form of reading matter is so likely to attract his attention, arouse his enthusiasm, and retain his interest, nor does any other form of subject matter afford such variety or lend itself so readily to the story form of presentation.

Much in English literature is unintelligible without a knowledge of Grecian mythology, and the same is true of German literature and mythology. While the Norwegians had not the love of beauty "which made the Greeks artists," their love of truth, patience, and power in overcoming difficulties contain lessons useful to the whole human race.

Roman mythology and Anglo-Saxon traditions have their place in the early education of every child for reasons that are apparent to all. What are termed nature myths are useful, too, in exciting the child's interest and sympathy for his natural surroundings.

**SECOND GRADE.**—In this grade the child may depart somewhat from the fanciful and imaginary and turn to the real. He has grown accustomed to the ways of school life, responds to the requests of the teacher, has acquired a certain amount of power of concentration of mind, and can sustain a larger part because of this power.

#### THE HUNTING STAGE.

**MATERIAL.**—The tree and cave dwellers can hardly be said to have a history, yet they not only represent a stage

through which the human race passes in its development, but they also represent phases of life of great interest and educational value to the child because of the likeness of certain phases of his own life to them and because of the opportunity its study gives him for physical expression. The history is not a record that may be read, for it represents action rather than thought.

Man starting with nothing, it must be thought out how he is to provide himself with food, clothing, shelter, weapons of defense, snares, traps, utensils and implements necessary for his existence.

The American Indian is a good representative of this period of history and the advantages of its study are the same as those mentioned in the preceding paragraph plus the study of the beginning of community life.

**THIRD GRADE.**—Here the work should deal largely with the home life of a people; the domestic animals, the dog, the horse, the sheep, the cow; the house; the manner of planting, cultivating, gathering of crops; manner of capturing animals and the preparation of their flesh for food and skins for clothing; social conditions, games and sports, farming implements and household utensils; means of travel by land and by water; kinds of money and methods of trade; government in the family, the clan and the tribe. The work may and should be correlated with the work in geography and manual training where this work is done.

#### **THE PASTORAL STAGE.**

**MATERIAL.**—No better type of the age may be found than that represented by the early Hebrews with their herds and flocks, their tents and home-made cloth, their

primitive lamps and looms, their crude methods of threshing grain and of grinding it, their farming implements and household utensils, their family and tribal form of government. These facts are all interesting and quite within the comprehension of a child of this grade. There is also the beautiful yet simple religious life which will make a strong and helpful impression on the young minds.

The life of the Laplander with his reindeer and the tribes of the Asian highlands are other illustrations of this phase of life.

FOURTH GRADE.—At this age the child, intellectually, is attracted by the heroic. He likes action, contests, "hair-breadth" escapes, men and women who accomplish something. The human element appeals most strongly to him, hence the work should be largely biographical, representing men and women of high character in pioneer life.

The Spaniards were for the most part cruel. Cortez and Pizarro slew their thousands and their lives and work form an exciting story, but they do not represent the kind of ideals that should be set before children. Webster and Calhoun were grand men, but the grandeur of their lives is not of a kind that can be understood or appreciated by children; but men like John Smith, Roger Williams, William Penn, John Winthrop, James Oglethorpe, Washington, Samuel Adams, Boone, Lewis and Clark, Whitman, Fremont, Lincoln, Roosevelt, and many other men, both American and European, will furnish plenty of material for work in this grade. The orator, the scientist, the scholar, the statesman, the reformer may all be passed by for reasons that are apparent. While character and the cultivation of a taste for reading are the main things sought, many others are gained incidentally.

## THE PIONEER STAGE.

**MATERIAL.**—The hardships of the early colonists are clearly set forth in the lives of John Smith and John Winthrop; Washington represents plantation life and the aristocracy of the South; Samuel Adams is a good representative of town government in New England; William Penn well illustrates religious toleration, and the banishment of Roger Williams shows a lack of it; the condition of the debtor and the poor generally is brought out in the life of Oglethorpe; Boone, Lewis and Clark, Fremont show the difficulties and the value of the work of the explorer; the possibilities of the poor and the duties of the rich are set forth in the lives of men like Lincoln and Roosevelt.

The following are suggested as suitable topics to be considered in connection with the study of the lives of these men: The wilderness; the wild animals and ways of trapping or of killing them; fish, kinds and methods of catching them; hunters and trappers and their mode of life; highways, including the trail, road, pike, railway, etc.; boats, kinds and how constructed; the colonial home, including kinds of furniture, clothing, food, farming implements and household utensils, etc.

The last half of this year should be devoted to the study of short stories from English history, as this will give variety as well as an opportunity to become acquainted with some of the more simple facts of the history of that nation.

No American child should miss in his school life coming in contact with the sturdy virtues which have always characterized the English people. These are perhaps nowhere represented to a better advantage than in the legends of King Arthur.

The method of presentation should be the same as that pursued in the presentation of the work of pioneer history in America.

FIFTH GRADE.—At this place in the child's life one of two plans is open to the teacher. If a majority of his pupils are likely to stop school at the close of this or the sixth grade he had better continue with his American history, but if this is not true and they are likely to continue throughout the seventh and perhaps the eighth grade, then it is advisable to take the study of European history. If the former plan be adopted, two types should be taken up—that of the explorer in the first half of the year, and that of the colonizer in the last half.

MATERIAL.—The explorers represent the three general classes: The Spaniard, the Frenchman, the Englishman; and the colonizers fall into three general classes also: The New England, the Middle, and the Southern Colony; Massachusetts, New York and Virginia being good types of their respective classes.

If European history be taken up then the study of Grecian history should occupy the first half of the year and Roman history the last half.

The elementary school of Chicago University adopted the first plan, while the curriculum of the elementary school of Columbia recommends the second. The former is in accord with the report of the Committee of Eight, while the latter agrees with the recommendation of the Committee of Seven.

THE EUROPEAN PLAN.—In the third and fourth grades the child has learned much of the lives of the Indians, early Europeans, the colonists, and the pioneers of America;

what they ate and wore, the kind of houses and how they were built, manner of travel, roads, etc.; their churches, schools, and local governments; in short, everything that a child would learn because of meeting with it in his daily life. He is now prepared to study that phase of the life of the Greek and the Roman corresponding to what is already known to him. His work thus far has been largely biographical, and biography should still be prominent, but the lives of nations in their early history may be treated chronologically, omitting the more difficult parts. Grecian and Roman history are both rich in material adapted to this grade of work.

#### THE CITY STATE.

**MATERIAL FOR GRECIAN HISTORY.**—The legendary period; the founding and growth of Grecian cities; their conflict with Persia; the development of the cities of Athens, Sparta, and Thebes; the schools, oracles, architecture, noted buildings; the Olympian games; famous men; walled cities and means of protection; Alexander the Great and his work.

**MATERIAL FOR ROMAN HISTORY.**—Story of Romulus and Remus; Numa, the peaceful king; the war with Lars Porsena; the stories of Mucius and Cloelia; secession of the Plebeans; the story of Coriolanus; the family of the Fabii; the victory of Cincinnatus; the Carthaginians; war with Hannibal; the Gracchi and their mother; Julius Cæsar; Rome during the reign of Augustus.

**SIXTH GRADE.**—The child has in the fifth grade acquired some of the elementary facts in the lives of the Greeks and the Romans. In the regular "Migration of the Races" the next people to be considered is the Teutonic.

## THE FOUNDING OF NATIONS.

**MATERIAL.**—The ancient Germans; their early life, including location of the people; manners and customs; wanderings through eastern and southern Europe; conflicts with the Romans and other western people; the rise of the Franks, their war with the Mohammedans, and the establishment of their empire under Charlemagne; a brief study of feudalism and the crusades; life in the village, the castle, and the monastery; some of the more simple facts in the Hundred Years' War.

The discovery, exploration, and settlement of America were done by two great historic races: The Romanic, represented by the Spanish and the French; and the Teutonic, represented by the English. A clear understanding of these people and their work cannot be gained unless they are studied in their own country, or, to put it as Miss Salmon has so well expressed it: "United States history alone is history detached from its natural foundations—European history. It is history suspended in midair."

**AMERICAN HISTORY.**—The last half of this year should be devoted largely to the study of the Spanish, the French, and the English explorers; tracing the routes taken and noting the motive by which they are actuated, whether it be wealth, adventure, evangelization of the Indians, or in search of homes.

Some of the subjects that must be partially understood before one is prepared for this work are, geographical knowledge at the beginning of the fifteenth century; inventions—gunpowder, the compass, the astrolabe; trade routes and early European travelers in the East; the great commercial activity and interest in the subject of navigation; the intellectual awakening and social unrest in Europe.

**MATERIAL.**—Much attention should be given to the geography of the country explored, as the future claims of these nations are based upon the work done by their explorers; their object had much to do with their relation to the Indians. The Spaniard, who sought the precious metals, became a mere “prospector” and hence traveled much. The Frenchman was a fur trader and a religious enthusiast, so he lived with the Indian. He and they became mutually helpful, while the Englishman wanted only a home, or the Indian’s land and hunting ground, and thus excited his bitter opposition.

**SEVENTH GRADE.**—With this grade begins the formal study of what may be termed national history. Thus far the work has been the history of the individual or the event, now it is sought to make the individual and the event a part of a larger historical unit. Columbus and Balboa become a part of Spanish exploration; the Boston tea party and taxation without representation become causes of the American Revolution; Boone and Clark are not merely interesting hunters and pioneers, but a part of the “expansion” movement.

#### AMERICAN HISTORY.

**MATERIAL.**—The work of the grade embraces the period between the establishment of the first colony at Jamestown in 1607 and the beginning of the Civil War in 1860. During this time the colonies were planted, developed, and freed from the English power, and the American nation was founded and firmly established by the American people.

The following are some of the subjects to be considered: European background to American history; historical geography; the American Indian; the English colonies;



the inter-colonial wars; the American Revolution; formation of the Articles of Confederation and United States Constitution; the administration of national government, 1789-1860.

The work not only in its beginning, but throughout should be supplemented with the study of European history. The Jay treaty, the alien and sedition laws, the war with the Algerian pirates, and the war waged for years on our commerce by England and France cannot be understood unless the student is more or less familiar with the conditions existing in Europe at the time these troubles occurred.

**EIGHTH GRADE.**—The work in the eighth grade should not differ very materially, either in subject matter or method of presentation, from that in the seventh grade. The scope of the work may be broadened and the size of the historic units enlarged. Now, instead of one laborer fighting his battles alone, there are unions; instead of partnerships there are companies and trusts; instead of separate railroads there are systems; everywhere the individual is only a part of a larger unit, and his life and work are made a part of it, whether that unit be social, industrial, religious, educational, or political.

#### AMERICAN HISTORY AND CIVICS.

**MATERIAL.**—From the beginning of the Civil War until the present time the United States have become more and more a world power, hence their history embraces more and more of the world's history.

The teacher should not depart very far from the outlines here given, yet more use should be made of supple-

mentary matter and more time given to intensive study and the development of subjects, as indicated on page 70. This will afford an opportunity for reviews as well as teach the pupils how to use indexes, tables of contents, books of reference, current literature, and at the same time cultivate a taste for general reading.


## Chapter IX.

### MATERIALS AND METHODS INCLUDING TYPE LESSONS.

#### THE FIRST FOUR GRADES.

**MATERIAL.**—In the primary grades the material should be second hand, empirical; should deal with those things known, at least in part, by the child; should contain plenty of action; should deal with universal rather than local or provincial truths; should comprise particular rather than fundamental facts; if about people, it should be primitive people; if about occupations, it should be the simpler occupations, as the getting of food, the construction of simple houses, or the manufacture of the simpler kinds of clothing; if the study of government, it should be of the family or the clan; and if about a person, it should be a moral hero, as the greatness of other kinds of accomplishments is not likely to be understood or appreciated by the child. In the selection of material it should ever be borne in mind that the child can most readily understand the universal, and is most interested in the personal.

**METHOD.**—The method in these grades is determined by the kind of material used and the intellectual condition of the child. The integers or historical units should be small, as the child has small power of concentration. The language should be simple, as he has only a small vocabulary, and the work should be presented orally, as he cannot make a ready use of the printed page, besides his knowledge is largely gained through his use of the ear and the eye, and the voice and facial expression of the teacher will aid much



in keeping him interested as well as to understand what is read. Oral language is also much more pointed and explicit than written and the teacher has the additional advantage of observing at all times whether her class does or does not understand what she is presenting.

The advance should not be tedious nor the material worked over until all the life is squeezed out of it. The object is not, as in some other subjects, to fix in mind some fundamentals, but is rather to interest him in and acquaint him with the facts of history. The child does not, as in the case of older people, however, object to repetition. He will often listen intently to a story, every word of which he can repeat. He should dwell with the facts until he experiences or understands them.

#### FIRST GRADE.

THE MYTH.—With what myths shall the work begin? The question is not a difficult one to answer if it be kept in mind that the child likes something full of action and which he can understand in the light of his own experience. A myth should be chosen, too, where the historical units are small. The Norwegian myths, perhaps, come as near as any other to fulfilling these conditions, as well as being a part of the best Norwegian literature. Take for illustration the "Legend of the North Wind."

*Historic**Units.**Topics.*

## 1. THE NORTH WIND.

North Wind likes a bit of fun as dearly as a boy does, and it is with boys he likes best to romp and play.

## 2. THE STORY OF THE NORTH WIND AND THE LITTLE BOY.

One day North Wind saw a brave little fellow carrying flour in a tin. North Wind blew it out of the tin and swept it away in a cloud. This was such fun that he did it again and again.

## 3. THE BOY'S REQUEST.

The boy was helping his mother make bread and was afraid she would now go hungry. He went to the home of North Wind and asked him to return the flour.

## 4. WHAT THE NORTH WIND IS LIKE.

Now North Wind, like all brave beings, is noble, and so he tried to make up for the mischief he had done.

## 5. NORTH WIND GIVES THE BOY A TABLECLOTH.

"I can not return the flour," said North Wind, "but I will give you a tablecloth. When you are hungry say to the tablecloth, 'Cloth, spread yourself and bring a good meal,' and you will have all you wish to eat."

## 6. WHAT THE BOY DID.

"Thank you!" said the boy, "that is better than flour," and he took the tablecloth, and started for home.

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7. THE BOY DECIDES TO STAY ALL NIGHT.

At night he came to an inn and decided that he must stay there over night.

8. THE BOY'S REQUEST.

"Let me sit at a little table by myself," he asked of the innkeeper.

9. WHAT HAPPENED.

The table was bare, but the boy placed the cloth on it and said, "Cloth spread yourself and bring a good meal." The cloth unrolled and an excellent supper appeared.

10. THE PEOPLE SURPRISED.

The fine supper attracted the attention of the people. They remarked the wonderful cloth when at the bidding of the boy it rolled itself up and the dishes disappeared.

11. WHAT THE INNKEEPER DETERMINED.

The innkeeper wished to have such a tablecloth and determined to find some way to get it.

12. HOW HE PLANNED.

Without saying anything about it to anyone, the innkeeper found a tablecloth which looked just like the one the boy had.

13. WHAT HAPPENED WHILE THE BOY SLEPT.

North Wind did not waken him as the innkeeper put the common cloth in its place and carried the wonderful tablecloth away. Next morning the boy started home very early without waiting to breakfast.

14. HIS MOTHER DISAPPOINTED.

As soon as he reached home he called to his mother, "Look here," and tossing the cloth on the

table cried, "Cloth spread yourself and bring a good meal." But the cloth did not move.

15. WHAT THE BOY DECIDES AGAIN.

"Something must be wrong," he said, "I will go back to North Wind." He would not wait but started at once.

16. HE MEETS NORTH WIND AGAIN.

"Your cloth gave me but one meal," he told North Wind, "Now I ask you to pay for the flour that we may buy more."

17. NORTH WIND GIVES THE BOY A CANE.

But North Wind said as gently as he could speak, "I have no money, but here is an old cane. If you say to it, 'Cane strike,' it will keep on striking until you say 'Cane stop.'"

18. THE BOY TOLD TO TALK TO THE CANE.

"Talk to the cane," he said, "and guard it carefully. You might try it tonight on the innkeeper."

19. WHAT THE BOY THOUGHT.

That night as the boy went to the inn he wondered if it could be possible the innkeeper had taken his good tablecloth.

20. INNKEEPER CRIES FOR HELP.

The boy asked to sleep on a bench in the hall as he had no money to pay for a bed. When the boy began to snore the innkeeper tried to take the cane when the boy jumped up and cried, "Cane strike." "Help! Help!" cried the innkeeper.

21. THE BOY ASKS FOR HIS TABLECLOTH.

"Give me back my cloth," said the boy.

22. INNKEEPER TELLS WHERE THE CLOTH IS.

"Make it stop, boy, and you shall have your tablecloth," said the innkeeper.

23. THE BOY AND HIS MOTHER HAVE ALL THEY WISH TO EAT.

The boy said, "Stop cane," and took his tablecloth. As soon as he reached home he pulled out a table; seated his mother by it; put the cloth on it and said, "Cloth spread yourself and bring a good meal." The cloth obeyed this time and such a good breakfast mother and son had never eaten before.

PREPARATION.

Everything mentioned in this story is known to the ordinary child:—the North Wind, the house, the tin, the tablecloth, the boy, and the cane. The story is a wholesome one, full of fun, romping, bravery, nobility, and the punishment for wrongdoing. The work of the tablecloth, and the boy, and cane are all, of course, purely imaginary acts, but they have all the force of reality to the child.

If it be a new lesson, questions should be asked calculated to arouse an interest in the subject, but if a continuation of a previous lesson then that should be reviewed.

PRESENTATION.

After the lesson has been prepared the teacher may announce topics and ask different members of the class to recite. There may be two, three or more particulars in an historic unit, and if the child does not name all the teacher should be ready to call for the particular omitted and if she has made careful preparation every particular desired will be shown in the presentation.



The presentation of the work will consist (1) in the announcement of the topic as indicated by the words in capitals found at the head of each historic unit; (2) but if a child does not tell all found in the topic, what is omitted is shown in the questions asked in the presentation; (3) Give the children a chance to supplement what has been said or to make suggestions or comments.

1. What does the North Wind like?
2. What did the North Wind do to the little boy?
3. What did the boy say?
4. What did the North Wind try to do?
5. What does the North wind give the boy and tell him to do?
6. What does the boy do?
7. Where does the boy stay at night?
8. For what did the boy ask?
9. Tell how the boy got his supper.
10. How did the people act?
11. What did the innkeeper want?
12. How did he plan?
13. What happened while the boy was asleep?
14. What did the boy try to do when he got home?
15. What did the boy say to his mother when his tablecloth failed to move?
16. What did the boy say to North Wind?
17. What was the North Wind's answer?
18. What did the North Wind tell the boy to do?
19. What did the boy think of when he went to the inn?
20. How does the boy catch the innkeeper?
21. For what does the boy ask?
22. What does the innkeeper do?
23. What does the boy do for his mother?

### THE ASSIGNMENT.

The teacher should read one or more historic units and ask some child to repeat them; then she should read others and ask another child to repeat all thus far read, and keep on reading and reproducing until enough for the next lesson has been prepared.

### FIRST GRADE.

TITLE OF BOOK.	AUTHOR.	PUBLISHER.	PRICE.
Ten Boys of Long Ago....	Jane Andrews.....	Ginn & Co.....	\$0.60
Man and His Work.....	A. J. Herbertson...	Adams & Chas. Black, London .....	.30
Classic Stories for the Little Ones .....	Mrs. L. E. McMurry	Pub. School Pub. Co.	.35
More Classic Stories....	Mrs. L. E. McMurry	Pub. School Pub. Co.	.35
Greek Fairy Tales for Children .....	Charles Kingsley...	Dutton .....	.50
In the Child's World...	A. E. Poulsson.....		2.00
Myths Every Child Should Know.....	Mabie .....	Doubleday, Page & Co..	.90
Fairy Stories Every Child Should Know...	Mabie .....	Doubleday, Page & Co..	.90
Stories to Tell Children.	Bryant .....	Houghton, Mifflin & Co. ....	1.00
Fairy Stories & Fables..	Baldwin .....	American Book Co...	

### SECOND GRADE.

#### SUBJECT MATTER—A NUTTING PARTY.\*

#### 1. THE BISON START TO WINTER PASTURE.

Summer passed as summers had passed before.  
When the bison went to the higher lands, the Cave-  
men followed them. When they started toward  
their winter pastures, the Cave-men came home.

#### 2. THE NUTS ARE RIPE.

It was the nutting season when they returned.  
All the beech, walnut, and butternut trees were  
heavily laden that year. The ground underneath

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\*From "The Cave Dwellers," by Katharine Dopp. Copy-  
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of the author and publishers, Rand, McNally & Co.

their branches was nearly covered with nuts. Slender hazel bushes bent under their heavy loads.

3. WHY THE CAVE-MEN WENT NUTTING.

Wild hogs and bears had begun to harvest the nuts before the Cave-men returned. Each day they went to the trees and ate the nuts that had fallen. When Eagle-eye saw what they were doing, she said, "Bring your bags and baskets and come. If we do not look out the hogs will get the best of the nuts this year."

4. HOW THE WOMEN AND CHILDREN GATHER NUTS.

Then all the women and children went nutting. They gathered the nuts that lay upon the ground and put them in their baskets. Some climbed trees and shook the branches until they got a shower of nuts; others took their digging sticks and beat the heavily laden branches.

5. WHAT THE CHILDREN DID.

The children had a feast that day. They sat down under the trees and cracked all the nuts they could eat. They gathered handfuls and helped their mothers fill baskets and skin bags. They climbed the trees and they laughed and played all day long.

6. THE CAVE-MEN HEAR WILD HOGS.

When the women first came to the trees, they heard the wild hogs in the distance. Once a big hog came up and tried to eat the nuts out of a basket. But Eagle-eye chased him with a big stick and drove him away from the spot.

7. OTHER NUT TREES ARE FOUND.

When Eagle-eye was coming back from the chase, she saw other trees heavily laden. She called

to the women, and they came to the spot and forgot all about the nuts they had gathered.

8. CHEW-CHEW THOUGHT OF THE NUTS ALREADY GATHERED.

It was Chew-chew who first thought of the pile of nuts they had left on the ground. It was she who ran to the trees and found the wild hogs having a feast.

9. CHEW-CHEW TRIES TO DRIVE AWAY THE WILD HOGS.

Chew-chew struck one of the hogs with her digging stick. He was munching the nuts she had gathered. He turned away and she struck another; then the first hog came back.

10. CHEW-CHEW SCREAMS FOR HELP.

Chew-chew soon found that unless she had help the hogs would eat all the nuts, for as fast as she drove one hog away another one came back. Chew-chew screamed for help and the women came with their digging-sticks.

11. THE WOMEN HAVE TO WATCH THEIR NUTS.

The women drove the hogs away, but they returned again and again. And so the women learned to keep a close watch while they were gathering nuts. But in spite of all their trouble, they had a good time that day.

12. THE WOMEN START HOME.

It was not until they were starting home that they found that a serious thing had happened. They did not know all about it then, and some of them never knew.

## 13. FLEETFOOT LOST.

It was all about Fleetfoot. When Eagle-eye looked for him, he was nowhere to be seen. At first she thought he was with Chew-chew, but Chew-chew had not seen him since morn.

## 14. HOW FLEETFOOT HAD SPENT THE DAY.

Fleetfoot had played near his mother nearly all day. He had cracked nuts; he had climbed trees; he had mimicked the squirrels; he had scattered burrs in the rabbits' paths, and he had done all sorts of things.

## 15. THE SEARCH FOR FLEETFOOT.

But now Fleetfoot was lost, and everybody began to look for him. Eagle-eye found the stones he had left only a short time before. She found his tracks and followed them until they crossed the boundary of the hunting ground. There she lost all trace of him. She called, but the "caw-caw" of a crow was the only answer.

## 16. THE MEN SEARCH FOR HIM.

The men heard her call, and came to join in the search. But in spite of all they could do, they did not find the child.

## 17. THEY ALL GIVE UP HOPE OF EVER SEEING FLEETFOOT AGAIN.

And so the Cave-men thought they would never see Fleetfoot again. They thought he had lost his way in the forest and been killed by a cave-bear. For a few days they mourned for the child; then they spoke no more of him.

This is a story about people who lived before the time of organized society. It is simple, yet one that will appeal

strongly to the children. A nutting party in itself is interesting; the climbing of trees, the throwing of sticks, the heaping up of baskets full of ripe nuts, coupled with the right of each child to crack and eat as many as he liked, would be a red-letter day in any child's life; but when there is added to this the fight with the wild hogs and the search for the lost child, there is enough to arouse the most listless and set all to thinking.

**PREPARATION :**

The teacher may introduce the story by asking what kind of nuts grow in that community; when they ripen; how they are gathered; what animals eat the different kinds of nuts; how many of the children have ever gone nutting, etc.

**PRESENTATION :**

The story should then be told, not read, taking it unit by unit, from time to time asking the inattentive child to repeat some unit, and allowing others who are interested to ask questions or make comments. After the story has been told and the children are in possession of all the facts, the teacher can by a series of questions picture man's condition at that stage of his history.

Why did the children gather such large quantities of nuts?	They were the chief kind of food, as man had not learned how to raise grain or fruits or slay animals for food.
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Why did the people not place their baskets in wagons instead of on the ground?	There were no wagons.
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Why the hogs were wild and why they were not driven away by dogs.	No animals had yet been domesticated by man.
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Why they did not shoot the wild hogs.	There were no guns or other means of killing them.
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These and many other questions that will occur to every one may be asked by the teacher, and the children themselves will ask many questions, all of which may be so directed as to reconstruct the conditions of human society at the time described.

**ASSIGNMENT:**

Since the story closes with the lost child, little need be done or said to keep up the interest in the story beyond raising the question in the mind of the children of where Fleetfoot might go, how he can get back, what methods may be adopted to search for him, etc.

**SECOND GRADE.**

**SUBJECT MATTER—THE ATTACK ON THE LITTLE CLIFF-DWELLER'S HOME:\***

*Historic Units:*

**1. THE STONE HOUSE.**

A queer little stone house stood on a shelf of rock. The shelf was high up in a cliff along the Chelly Canyon.

**2. WHO LIVED IN IT.**

In the house lived a little dusky boy with his father and mother and his brother.

**3. HOW THE HOUSE WAS ENTERED.**

A stairway of niches was cut in the cliff below the house. The family had to climb this stair to reach their home from the canyon.

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4. THE CHILDREN'S PLAY-GROUND.

The shelf of rock was their dooryard, and this was the only play-ground the little cliff-dweller had.

5. OTHER HOUSES.

There were other boys living in stone houses on other shelves of the same cliff, and sometimes they came over to play on our boy's shelf. Was it not odd to have all the neighbors living on the side of a high stone wall?

6. STRANGERS ENTER THE BOY'S HOME.

One day the little boy and his brother were playing alone. The older people were busy, and no one was watching the niche stair. Then, all of a sudden, there was a frightful noise. Painted Indians with feathers in their hair and tomahawks in their hands ran into the canyon. They uttered war-whoops, and began to climb the niche stairs.

7. WHY THEY CAME.

They had come to rob and kill the cliff-dwellers.

8. THE PEOPLE'S DEFENSE.

The boy's parents and their neighbors rushed out to fight the enemy. The quiet canyon was filled with yelling Indians and screaming men and women.

9. AN INDIAN CLIMBS TO THE TOP OF THE STAIRWAY.

One Indian had climbed almost to the top of our boy's stairway. The boy could see his head above the shelf.

10. INDIAN PUSHED OFF THE CLIFF.

Then the boy's father rushed upon him and pushed the savage backwards, and he fell to the bottom of the high wall and was killed.



## 11. THE BOY'S MOTHER CAUGHT.

Another Indian had caught hold of the boy's mother and was dragging her away; but he let go of her and caught the boy's brother.

## 12. THE BOY'S BROTHER HURLED OVER THE CLIFF.

He swung the lad around his head like a war-club. Then he hurled him over the edge of the cliff, to lie bleeding beside the dead warrior.

## 13. LOLAMI'S MOTHER CARRIES HIM INTO THE HOUSE.

Our little fellow stood stiff with terror. His mother was afraid he would be served as his brother had been, so she snatched him up and ran into the house with him.

## 14. LOLAMI HIDDEN BY HIS MOTHER.

Through a high opening at the back of the room she dropped him into the store-room. She put a block of stone in this opening so that the enemies would not see it and find the child.

This story pictures the beginning of organized society. Men no longer roamed from place to place, but had a settled abode. They had built houses, fashioned weapons for slaying the wild animals, learned how to cultivate some of the simpler plants for food, and had also learned the use of fire in the preparation of their food. They could also manufacture some of the more simple things in pottery, basketry and weaving. The families had been pretty well established and were being united into the clans. The wild animal had been conquered and some of them domesticated, and warfare was now between peoples rather than between them and the animals. The method of conducting the recitation is similar to that of the preceding topic.

## SECOND GRADE BOOK LIST.

Harvest Home with the Indians (Manly).....	Scribner's Sons	
Just So Stories (Kipling).....	Doubleday, Page & Co.	\$1.20
Stories of Great Americans (Eggleston).....		
The Tree and Cave Dwellers (Dopp).....	Rand, McNally Co.	.45
The Little Cliff Dwellers (Bayliss).....	Pub. School Pub. Co.	.35
Story of Ab (Stanley) .....	Doubleday, Page & Co.	1.50
The Little Lake Dwellers.....	Appleton Co.	.30
American Indians (Starr) .....	Heath & Co.	.45
Days Before History (Hall)....	Crowell & Co., New York	.50
Fishing and Hunting (M. B. Dutton).....	American Book Co.	.50
The Bird Woman of the Lewis and Clark Expedition (Chandler)		
.....	Silver, Burdett & Co.	.36
Story of Primitive Man (E. Clodd) .....	Appleton & Co.	.35
Story of Indian Children (Husted).....	Pub. School Pub. Co.	.40
Wigwam Stories (Judd).....	Ginn & Co.	.75
Lolami in Tusayan (read to children) (Bayliss).....		
.....	Pub. School Pub. Co.	.50

## THIRD GRADE.

### SUBJECT MATTER—THE STORY OF THE HEBREWS:\*

#### *Historic Units:*

#### 1. HOW THEY LIVED.

I am going to tell you how the Hebrews lived, and what some of them did. Now, you know, in all times men must have food to eat, and civilized people must have clothes to wear. So many of these people were shepherds and farmers.

#### 2. WHY THEY RAISED SHEEP.

They raised thousands of sheep, to use the wool for clothing. There were no factories then, as there

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are now, and so the people themselves had to weave the cloth for their clothes.

3. WHO THE SHEPHERDS WERE.

The men who took care of the sheep were called shepherds. Among these shepherds could be found persons of every rank, from members of the king's family down to the poorest people. Even the daughters of the king sometimes tended the flocks.

4. HOW THE SHEPHERDS CARED FOR THE SHEEP.

Each morning the shepherd led his sheep into the open pastures. At night he put them into a place surrounded by a fence. This place was called the fold. A rod was held up at the gate of the fold, and as the sheep passed under this, they were counted, one by one.

5. HOW THE SHEEP WERE WATERED AT THE WELLS.

The shepherd led them to the wells to drink. These wells were dug in the ground. They were covered, so that no one but the shepherd who had dug them should know where they were. The brim of the well was underground, and steps led down to it. The shepherd drew the water from the well and poured it into troughs for the flock.

6. HOW THE SHEPHERDS SECURED WATER FOR THEIR WELLS.

In the country where the Hebrews lived water was very scarce. There was a wet and a dry season. During the wet season, which was also the cold or winter season, wells were sometimes dug and filled with snow and water. They were then cov-

ered over until the next warm, dry season, or summer.

7. WHERE THE FLOCKS WERE IN THE WINTER AND SUMMER.

In the cold, wet season, the flocks were taken down into the valleys, and in the warm, dry season, they were led into the mountains. The sheep were kept in the open air, day and night. This made their wool so much finer.

8. HOW THE SHEPHERDS MADE THEIR TENTS.

Sometimes the shepherds lived in tents. Some of these tents were small and were supported by three poles. The larger ones had seven or even nine poles to hold them up. The tents were oblong. Over the poles was a covering of cloth, made of goat's hair. The tent was fastened to the ground by means of cords and pegs.

9. HOW THE TENTS WERE DIVIDED.

The larger tents were often divided into three parts. The women and children had the inside room; next came the men, and in the outside room were the servants and the young animals.

10. HOW THE TENTS WERE FURNISHED.

These tents had no floors but the bare ground. Carpets and mats were laid down and on these the people sat, as they had no chairs. They had pots, kettles and cups made of brass, and bottles made of leather. In the middle of the tent a small hole was dug in the earth-floor. Around this three stones were placed to form a triangle. Here the fire was

kindled and pots were placed over it, resting upon the stones. In this way their cooking was done.

11. HOW THE SHEPHERDS CARRIED THEIR TENTS WHEN THEY MOVED.

In the tent-poles were driven nails or pegs, on which the people hung their clothing and their weapons. The shepherds took their tents with them as they roved from place to place. They carried them folded and laid upon their camels, oxen, or donkeys.

12. HOW THE TABERNACLES WERE BUILT.

They also built tabernacles. The four sides of a tabernacle were made of branches of trees placed close together, upright in the ground. The branches were bound together at the top, and there was a covering of leaves and branches over this. Sometimes over this covering flat stones were laid. These tabernacles were a protection against the heat and cold.

13. WHERE THE PEOPLE GOT THEIR MODELS FOR TABERNACLES.

What made the people think of making these tabernacles? Why, Mother Nature gave them this idea. They saw trees about them, with the heavy foliage meeting and overlapping, and so they made their places of shelter in the same manner.

14. THE WATCH TOWERS.

There were robbers in those day, and, so that the sheep could be guarded a watch tower was built near the tent. Some of the shepherds owned thousands of sheep. They often had goats also. Not

only was the wool of the sheep of use to them, but they used the milk of both sheep and goats for food. At sheep-shearing time the people had a great feast.

At the age here described man has made considerable progress in the arts of civilization. He has begun to farm, has domesticated many animals, and is making much use of them in the matter of food and of clothing. In government he has advanced to the tribal stage and his religion is monotheistic.

**PREPARATION :**

Where are sheep raised to-day? Why are they raised? What do they eat? How are they cared for? From what must they be protected?

**PRESENTATION :**

The lesson should be told by the teacher and then developed by him with the pupils.

What is an open pasture? Why were the sheep brought in at night? Why taken to wells to drink? Why were the wells covered? What is meant by the wet and dry season? Why were the sheep taken to the mountains in summer and brought down to the valley in winter?

Of what were tents made? Why did the people live in tents instead of houses? Into how many parts were the tents divided?

These and other similar questions should be asked so that the child will not only understand the kind of life described, but will see the reason for it.

He should be allowed to construct a well on the sand table; set up the tent; build the watch tower and tabernacle, etc.

## ASSIGNMENT:

The next lesson will be about one of these little shepherd boys, whose name was David. It will tell you of his dress, what he ate, how he defended himself when left alone in the woods with the sheep.

## THIRD GRADE BOOK LIST.

Stories of Colonial Children (Mara L. Pratt).....	Educational Pub. Co. \$ .75
A History Reader for Elementary Schools (L. L. W. Wilson, Ph. D.) .....	Macmillan Co. .60
American History Stories, Vol. 2 (Mara L. Pratt).....	Educational Pub. Co. .40
America's Story for America's Children, Vol. 1 (Mara L. Pratt) .....	D. C. Heath & Co. .50
Stories of Great Men, Vol. 1 (Mara L. Pratt).....	Educational Pub. Co. .50
Field and Pasture (Dutton).....	American Book Co. .35
Tales and Customs of the Ancient Hebrews (Eva Herbst)....	A. Flanagan Co. .35
Joseph-Moses-David (Tappan) .....	Houghton 1.00
Fifty Famous Stories Retold (Baldwin) ....	American Book Co. .35
Story of Ulysses (Cook).....	Pub. School Pub. Co. .50
Old Stories of the East (Baldwin).....	Amer. Book Co. .45
Wandering Heroes (L. L. Price).....	Silver, Burdett & Co. .50

## FOURTH GRADE.

## SUBJECT MATTER—STORY OF DANIEL BOONE:\*

*Historic Units:*

## I. DANIEL BOONE.

Daniel Boone was a Pennsylvania boy. He lived in Exeter, then a very little town, sixty miles from Philadelphia.

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\* From "Stories of American Pioneers." Reprinted with permission of Educational Publishing Company.

2. PLAYS IN THE WOODS, AND HEARS WILD CRY.

Even when a boy he showed rare pluck and courage. One day he was at play in the woods with two other boys, when a wild yell echoed through the forests.

3. HOW THE BOYS FELT AND WHAT THEY DID.

The boys turned pale with fright, for they well knew nothing but a panther could make that cry. Each boy seized his rifle, for in those days boys always carried rifles with them.

4. THE PANTHER.

The panther, with another yell, leaped from the great rock to the limb of a tree. Then he set his yellow eyes upon the boys and crept towards them.

5. BOONE'S PLAN.

"Stay here," said Boone to the boys. "I will run towards the creature. If I fail to shoot him, and he attacks me, come and help."

6. BOONE SHOOTS THE PANTHER.

Then Daniel crept towards the panther. He held his rifle ready, and, as the fierce animal sprang from the tree, he fired. Snap! went the rifle, and the panther, with another yell, fell at the young hunter's feet, dead.

7. THE BOYS DRAG THE PANTHER HOME.

The boys dragged the creature into the village, and all the people came to look at the panther that little Daniel Boone had killed.

8. BOONE SPENDS MUCH TIME IN THE WOODS.

From this time, Daniel began to spend much of



his time in the forests. He loved the big trees, and to him there was no such sport as hunting.

9. HE BUILDS A HUT.

One day while he was prowling up and down the Schuylkill River, he came upon a spot most beautiful. "What a place for a hut!" he thought. "I will will build one." So he set to work at once.

10. KIND OF CABIN HE BUILT.

It was not a log cabin the boy built. Oh, no; that would not have been wild enough to suit his taste. In one place there were two great rocks close together. The sides were steep, as if sometime the rock had split apart.

11. FITS UP HIS CAVE.

"This will make a fine cave," he said. So he cleared away the small rocks between, and covered the floor over with clean, dry leaves. Then he built up a back for his cave, and covered it with a roof of twigs and grasses.

12. MAKES A PLACE FOR COOKING, AND BED FOR HIMSELF AND DOG.

With stones he made a place to do his cooking; he piled up leaves in one corner to make a bed for himself and his dog, and then his hut was finished.

13. HIS DOG.

"How would you like to live here, old fellow?" he said, patting the head of his faithful friend. The dog looked up into his master's face, and wagged his tail. He understood, and Daniel understood; so they went into their hut and went to sleep.

14. DANIEL AND HIS DOG STAY AT THE CAVE FOR SEVERAL DAYS.

For several days the boy and the dog lived there—the happiest boy and the happiest dog in all the world.

15. DANIEL FOUND.

But by and by Daniel's parents began to fear some accident had happened to the boy; and then the men of the village set out into the forest to find him. They came one morning just as Daniel was cooking his breakfast. The smoke poured out through the little hole in the roof of the hut.

16. DANIEL RETURNS HOME.

"There he is!" they cried; and started towards the hut. "Good morning," they said, when they came upon Daniel, hard at work at the doorway of his new home. So Daniel had "company for breakfast," and when, a few hours later, his guests went back to the village, he went back with them.

But he always said he never had such a good time in all his life as he had that week alone in the woods.

PREPARATION :

1. How many have seen a panther?
2. Where do they live?
3. Upon what do they live?
4. Why are they so dangerous?
5. Who of you have camped in the woods?
6. How do you cook when camping?
7. Of what use is a dog when you are camping?

**PRESENTATION :**

1. a. Who was Daniel Boone?  
b. Where did he live?
2. a. What kind of a boy was he?  
b. Who were with him in the woods?  
c. What did they hear?
3. a. How did the boys feel?  
b. Why were the boys frightened?  
c. What did they all do?
4. a. What did the panther do?
5. a. What did Boone say he would do?
6. a. What did Boone then do?  
b. How did he kill the panther?
7. a. What did the boys do with the panther?  
b. What did the people in the village do?
8. a. Why did Boone spend so much time in the forests?
9. a. Where did he build a hut?
10. a. Why did he not build a log cabin?  
b. What kind of a place did he choose for his hut?
11. a. How did he make the floor?  
b. How did he cover the back of his cave?
12. a. Of what did he make a place to do his cooking?  
b. How did he make a bed?
13. a. What does Daniel say to his dog?  
b. What does the dog do?  
c. What did he and the dog then do?
14. a. Were Daniel and his dog happy?
15. a. Who went to look for Daniel?  
b. Where did they find him?  
c. How did they find him?  
d. What was he doing?

16. a. What did Daniel and his friends do before they went home?
- b. How did Daniel like living in his cave?

**ASSIGNMENT :**

Half the story is perhaps sufficient for one lesson, and may be prepared by reading it over, one or two historic units at a time, and then asking different members of the class to repeat them until a sufficient amount for a lesson has been prepared.

**FOURTH GRADE BOOK LIST.**

American History Stories, Vol. 4 (Mara L. Pratt).....	Educational Pub. Co. \$	.40
American History Stories, Vol. 3 (Mara L. Pratt).....	Educational Pub. Co.	.40
Stories of Columbus (Mara L. Pratt).....	Educational Pub. Co.	.60
DeSoto, Marquette, and LaSalle (Mara L. Pratt).....	Educational Pub. Co.	.60
Stories of Ohio (Anna Lovering).....	Educational Pub. Co.	.50
Short Stories from American History (Blaisdell and Ball)....	Ginn & Co.	.65
Stories of Massachusetts (Mara L. Pratt).....	Educational Pub. Co.	.60
America's Story for America's Children, Vol. 2 (Mara L. Pratt)	D. C. Heath & Co.	.50
Colonial Children (A. B. Hart).....	Macmillan Co.	.40
Pioneers of the Rocky Mountains and the West (McMurry)...	Macmillan Co.	.40
Heroes of the Middle West (Catherwood).....	Ginn & Co.	.50
Stories from English History (Church).....	Macmillan Co.	1.25
How Our Grandfathers Lived (Hart).....	Macmillan Co.	.60
Life of Washington (Scudder).....	Houghton, Mifflin Co.	.75
Stories of Pioneer Life (Bass).....	Houghton, Mifflin Co.	.
King Arthur and His Court (Green).....	Ginn & Co.	.60
Pilgrims and Puritans (Moore).....	Ginn & Co.	.
Story of Lincoln (Cravens).....	Pub. School Pub. Co.	.35
Wagner Opera Stories (Barber).....	Pub. School Pub. Co.	.50
Stories of American Pioneers (Mara L. Pratt).....	Educational Pub. Co.	.40

## Chapter X.

### MATERIALS—CONTINUED—THE INTERMEDIATE GRADES.

#### FIFTH GRADE.

The facts of Grecian biography are so closely interwoven with those of Grecian history that the one cannot be understood without a knowledge of the other. It is therefore suggested that the time devoted to the study of Grecian history in this grade be about equally divided between these two subjects. This same arrangement applies with equal force to Roman history.

#### SUBJECT MATTER—LIFE OF LYCURGUS.\*

##### *Historic Units:*

##### 1. THE FOUNDING OF SPARTA.

About eighty years after the Trojan War the descendants of Hercules, with a large band of followers, invaded the Pel-o-pon-ne-sus, or southern part of Greece, where Agamemnon and Menelaus had once lived. They captured Sparta and made it their capital, and after that called themselves Spartans.

##### 2. THE HELOTS.

The Spartans made slaves of people who were already living in the country, and called them Helots,

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or captives. The conquerors divided the land among themselves, and made the Helots work their farms.

3. THE CHANGES IN THE LIFE OF THE SPARTANS.

After about three hundred years had passed, it seems that some of the Spartans had grown rich, while others had lost their land and slaves and become poor.

4. THE POOR SPARTANS.

The Spartans who had lost their property were not willing to work like slaves, and sometimes, when they had no bread for their children, bands of them marched through the streets of Sparta, broke into the houses of the rich, and took whatever they could lay their hands on.

5. ONE OF THE SPARTAN KINGS KILLED.

During one of these riots, one of the two kings—for the Spartans always had two kings, with equal power—went out of his palace to stop it. He tried to persuade the people to go quietly home, but they paid no attention to him, and a butcher in the crowd rushed up and stabbed him.

6. LYCURGUS RULED AS REGENT.

The murdered king left two sons. The elder became king, but soon died. The younger was one of the wisest and best men that ever lived in Greece. His name was Ly-cur-gus, and after his brother's death every one wished him to become king. But an infant child of the late king was the rightful heir, and Lycurgus refused to be anything more than regent.

7. LYCURGUS TRAVELS IN FOREIGN COUNTRIES.

For a while he ruled in the young king's name, but some people accused him of wishing to make himself king. So he gave up the regency and went traveling. He visited many lands and studied their plans of government. After being absent several years, he came back to Sparta. There he found that the rich were richer and the poor were poorer and more unhappy than when he went away. Everyone turned to him as the only man from whom help could come.

8. LYCURGUS MAKES NEW LAWS.

He persuaded the people to let him make new laws for Sparta. The first change that he made was to give every Spartan a vote. There was a Senate of Thirty which might propose laws, but all the citizens were called together to pass or reject them.

9. THE LANDS DIVIDED AMONG THE RICH AND THE POOR.

Next he persuaded the rich people to divide their land fairly among all the citizens. So now no one had more than he needed, but every one had a farm large enough to raise wheat or barley, olive oil and wine for his family for a year. No Spartan was permitted to work or to engage in any trade, but the slaves were divided, so that every Spartan had slaves to work for him.

10. THE THREE CLASSES OF PEOPLE LIVING IN SPARTA.

Besides the Spartans and the slaves, there was another class of men living on the lands of Sparta,

who were not slaves like the Helots, and yet not citizens like the Spartans. These men were farmers, traders and mechanics. They had to pay taxes and fight when called upon, but neither they nor the Helots had anything to say about the government. There were about 10,000 pure Spartans and about 140,000 in the two lower classes, so you will see that the political power in Sparta was in the hands of a very few men. Their government was what we call an "oligarchy," which means a government by the few.

The teacher should make a careful historical analysis of every lesson, choosing appropriate topical headings for each historical unit. The pupil sometimes fails because the teacher announces his topic in such a manner that he does not know what is wanted.

Everywhere the work should be supplemented both by the teacher and the pupil. The more facts presented, the more interest will be manifested.

#### **ASSIGNMENT.**

In this grade just enough time should be taken to stimulate the pupil's interest in and give him a general idea of what his next lesson shall consist. In short, the assignment will be a brief synopsis.



## FIFTH GRADE.

## SUBJECT MATTER—THE STORY OF COLUMBUS.\*

*Historic Units:*

## 1. THE THREE SHIPS.

"A fleet shall be fitted out for this man," said Queen Isabella of Spain. Now, when a queen commands, she is to be obeyed, and in time the fleet was ready. There were three little ships—the Nina, the Pinta, and the Santa Maria.

## 2. THE SAILORS.

Columbus knew full well that his sailors had little faith in him. Some of them had come hoping to find gold; others had come because of royal threats.

## 3. THE WIND.

For a few days the wind was favorable, and the vessel bounded swiftly along. Then the wind changed; the clouds grew thick, and the ships tossed and pitched.

## 4. THE RUDDER LOST.

"The rudder is lost!" cried the captain of the Pinta.

"Let us go back!" growled the sailors; and they would not even try to make another rudder.

"So it was you who broke the rudder," thought the captain. "You were trying to make it an excuse to turn back."

He said nothing, however, but kept the men at work all day making a new rudder. The next morn-

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\* From "America's Story for America's Children," by Mara L. Pratt. Reprinted with the permission of D. C. Heath & Co.

ing the rudder was lost again, and the next morning the ship had sprung a leak.

"This is the work of the two brothers who own this ship," the captain decided. So, when the fleet reached the Canaries, one of the brothers was put into another ship, and there was no more trouble. Indeed, the Pinta proved to be the best sailing ship of the three.

5. THE VOLCANO.

One day, the sailors, terror-stricken, suddenly stopped their work; they fell upon their knees and wailed, and moaned, and begged to be sent back to Spain. And all because they saw fire and smoke in the distance.

"Silence, foolish men!" thundered the captain. "It is but a volcano! Had you ever been out to sea, you would have known this."

But not until the ship had passed the volcano in safety, could the sailors be made to believe that it was not some angry dragon ready to devour them.

6. THE CALM.

A few days later a dead calm fell upon the sea. The water was like glass and the sails flapped idly. Again the sailors fell upon their knees and begged to be sent back to Spain.

"We have reached the sea of calm!" they wailed. "There is no wind, and there will be no more wind!" "We are in the shallow water near the edge of the earth." "Woe, woe to us! God is angry with us!"

But while they were whining, a stiff breeze came up, and away the three vessels sailed again.

## 7. THE METEOR.

That night a meteor shot across the sky and fell, with a hiss, into the water. "This is an omen, a sign of the anger of heaven!" the sailors wailed again. Still nothing happened, and in time they grew calm once more.

## 8. TRADE WINDS.

By and by the vessels came into the trade winds, and were driven on furiously.

"Now," cried the sailors, "we are in the very home of the winds! This is the place where the winds are made! Surely, they are angry that we have dared to come into their home!"

## 9. THE SAILORS AFRAID OF THE SOUTHERN SEAS.

From the day that they started out from the Canaries, Columbus had ordered his pilots to sail due west. But the pilots were afraid of the sea on the southern side, and so, whenever Columbus was not watching, they would turn the vessels a little northward.

"Why will you do this?" Columbus asked. "Do you not know that we must sail in a straight line if we would reach the Indies? You only lengthen the voyage by thus sailing north."

But those unknown southern seas! Better a long voyage, the pilots thought, than that the dragons of the southern seas should destroy the ships.

## 10. THE ANGRY SAILORS.

Every day the men grew more discontented. They were sullen and angry. They grumbled and growled and disobeyed orders.

The heart of Columbus was heavy. To go back now would be to lose all. Would his men hold out? He was sure that land was near. A tree had floated by; land birds were in the air; and only last night he surely had seen a fog bank to the northwest.

## II. LAND DISCOVERED.

"All these things prove that land is near," said Columbus to his men. "Watch! watch! Who will be the man to receive the reward for sighting land?"

On the next morning, just at daybreak, a shout was heard from the Pinta. "Land! land! land!" shouted the captain.

### PREPARATION.

1. What is the shape of the earth?
2. If one sail due East or due West where will he finally land?
3. Who was Columbus?
4. Who fitted up ships for him?
5. What did the people think of Columbus?
6. What are some of the dangers on the sea?
7. What were some of the dangers mentioned in the time of Columbus?
8. How did he get sailors to go with him?

PRESENTATION AND ASSIGNMENT SAME AS IN PREVIOUS GRADE.

### FIFTH GRADE BOOK LIST.

Pizarro (Mara L. Pratt), Educational Pub. Co.....	\$0.50
Cortez and Montezuma (Mara L. Pratt), Educational Pub. Co.	.50
Greek Gods, Heroes and Men (Harding), Scott, Foresman & Co.	.50
The City of the Seven Hills (Harding), Scott, Foresman & Co.	.50

The Great West (Mara L. Pratt), Educational Pub. Co.....	.50
Social Life in Greece (Mahaffy), Macmillan Co.....	2.50
Old Greek Stories (Baldwin), American Book Co.....	.45
Story of the Romans (Guerber), American Book Co.....	.60
Story of the Greeks (Guerber), American Book Co.....	.60
Famous Men of Rome (Harran and Poland), University Pub. Co.	.50
Famous Men of Greece (Harran and Poland), University Pub. Co. ....	.50
Tales of Troy (De Garmo), Pub. School Pub. Co.	
Stories of Great Americans for Little Americans (Eggleston), Amer. Book Co.	
Story of Troy (Clark), Amer. Book Co.	
Story of Aeneas (Clark), Amer. Book Co.	
Men of Old Greece (Hall, Jennie), Little, Brown & Co.	

## SIXTH GRADE.

### SUBJECT MATTER—TRAINING FOR KNIGHTHOOD.\*

#### *Historic Units.*

#### 1. THE BOY'S LIFE UNTIL HE IS SEVEN.

These are the sons of the Lord of the castle, and of other lords, who are learning to be knights. Their training is long and careful. Until he is seven years old, the little noble is left to the care of his mother and the women of the castle. At the age of seven his knightly education begins. Usually the boy is sent away from home to the castle of his father's lord, or some famous knight, there to be brought up and trained for knighthood.

#### 2. HIS LIFE IN THE CASTLE FROM SEVEN TO FOURTEEN YEARS OF AGE.

From the age of seven till he reaches the age of fourteen, the boy is called a page or "varlet," which

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\* From "Story of the Middle Ages," Harding. Reprinted by permission of Scott, Foresman & Co.

means "little vassal." There he waits upon the lord and lady of the castle. He serves them at table, and he attends them when they ride forth to the chase. From them he learns lessons of honor and bravery, of love and chivalry. Above all, he learns how to ride and handle a horse.

3. HIS DUTIES WHEN HE BECOMES A SQUIRE.

When the young noble has become a well-grown lad of fourteen or fifteen, he is made a "squire." Now it is his duty to look after his lord's horses and arms. The horses must be carefully groomed every morning, and the squire must see that their shoes are all right. He must also see that his lord's arms and armor are kept bright and free from rust. When the lord goes forth to war, his squire accompanies him, riding on a big, strong horse, and carrying his lord's shield and lance. When the lord goes into battle, his squire must stay near, leading a spare steed and ready to hand his master fresh weapons at any moment. After several years of this service, the squire may himself be allowed to use weapons and fight at his lord's side; and sometimes he may even be allowed to ride forth alone in search of adventures.

4. DISCUSSION OF THE DIFFERENT KINDS OF SPORTS.

In this manner the squire learns the business of a knight, which is fighting. But he also learns his amusements and accomplishments.

Let us approach a group of squires in the castle hall, when their work is done, and they are tired of chess and backgammon. They are discussing,

perhaps, as to which is the more interesting, hunting or falconry; and we may hear a delicate featured squire hold forth in this way:

5. FALCONRY.

"What can be prettier than a bright-eyed, well-trained falcon hawk? And what can be pleasanter than the sport of flying it at the birds? Take some fine September morning, when the sky is blue and the air is fresh, and our lord and lady ride forth with their attendants. Each carries his falcon on his gloved left hand, and we hurry forward in pursuit of cranes, herons, ducks, and other birds. When one is sighted, a falcon is unhooded and let fly at it. The falcon's bells tinkle merrily as it rises. Soon it is in the air above the game, and swift as an arrow it darts upon the prey, plunging its talons into it, and crouching over it until the hunter gallops up to recover both falcon and prey. This is the finest hunting. And what skill is necessary, too, in rearing and training the birds! Ah, falconry is the sport for me!"

6. BOAR HUNTING.

But this does not seem to be the opinion of most of the group. Their views are expressed by a tall, strongly-built squire, who says:

"Falconry is all right for women and boys, but it is not the sport for men. What are your falcons to my hounds and harriers! The education of one good boar-hound, I can tell you, requires as much care as all your falcons; and when you are done the dog loves you, and that is more than you can

say for your hawks. And the chase itself is far more exciting. The hounds are uncoupled, and set yelping upon the scent, and away we dash after them, plunging through the woods, leaping glades and streams in our haste. At last we reach the spot where the game has turned at bay, and find an enormous boar, defending himself stoutly and fiercely against the hounds. Right and left he rolls the dogs. With his back bristling with rage, he charges straight for the huntsmen. Look out, now, for his sharp tusks cut like a knife! But the huntsmen are skilled, and the dogs play well their part. Before the beast can reach man or horse, he is pierced by a dozen spears, and is nailed to the ground, dead! Isn't this a nobler sport than hawking?"

7. PURIFICATION OF THE SQUIRE.

In this way the squire spends his days until he reaches the age of twenty or twenty-one. He has now proved both his courage and his skill, and at last his lord says that he has "earned his spurs."

So the squire is to be made a knight; and this is the occasion for great festivities. In company with other squires who are candidates for knighthood, he must go through a careful preparation. First comes the bath, which is the mark of purification. Then he puts on garments of red, white and black. The red means the blood he is willing to shed in defense of the Church and of the oppressed; the white means that his mind is pure and clean; and the black is to remind him of death, which comes to all.



## 8 THE "WATCHING OF THE ARMS."

Next comes the "watching of the arms." All night the squires keep watch, fasting and praying, before the altar in the church on which their arms have been placed; and though they may stand or kneel, they must on no account sit or lie down. At the break of day the priest comes. After they have each confessed their sins to him, they hear mass and take the holy sacrament. Perhaps, too, the priest preaches a sermon on the proud duties of a knight, and the obligations which they owe to God and the Church.

## 9. THE SQUIRES ASSEMBLE.

At last the squires assemble in the courtyard of the castle, or in some open place outside the walls. There they find great numbers of knights and ladies who have come to grace the occasion of their knight-*ing*. Each squire in turn now takes his place on a carpet which is spread on the ground, and his friends and relatives assist in girding on his armor and his sword.

## 10. THE SQUIRE IS GIVEN THE "ACCOLADE."

Then comes the most trying moment of all. His father or his lord advances and gives him what is called the "*accolade*." At first this was a heavy blow with the fist, given upon the squire's neck; but later it was with the flat of a sword upon his shoulder. At the same time the person who gives the *accolade* cries out: "In the name of God, and St. Michael, and St. George, I dub thee knight! Be brave and loyal!"

## II. THE KNIGHT'S EXHIBITION OF SKILL.

The squire is now a knight, but the festival is not yet over. The new-made knights must first give an exhibition of their skill in riding and handling their horses, and in striking with their lances marks which are set up for them to ride at. Then comes fencing with their swords on horseback. The day is wound up with a great feast, and music and the distribution of presents.

### PREPARATION.

1. What is a castle?
2. Where are they found?
3. When were they built?
4. Of what were they built?
5. Why were they built so strong?
6. Name the different parts of a castle.
7. Who lived in these castles?

### PRESENTATION.

There are several particulars in each historical unit mentioned in the subject matter, but if the lesson has been well prepared the child will be able to name all of them when the topic is announced. For example, "Falconry," topic number 4, contains the following particulars:

1. What is a falcon?
2. Of what use is it?
3. When used?
4. Who use it?
5. How carried when hunting?
6. What kind of birds are hunted with it?
7. How does it kill a bird?
8. How are it and the bird which it kills recovered?
9. Who enjoy hunting with a falcon?

When the topic is announced and a child is called upon to recite he should be allowed a reasonable time in which to tell all he can about the topic without any prompting by the teacher or interruption by the other pupils. The teacher may sometimes set him right when wrong by asking suggestive questions, but ordinarily it is best to let him tell all he can of the subject without being interfered with by any one.

### SIXTH GRADE.

#### HISTORICAL GEOGRAPHY FOR DISCOVERIES IN THE NEW WORLD.

##### *The Eastern Continent.*

1. ROUTE FROM DENMARK TO JAPAN BY WATER.
  - a. Name the oceans, seas, gulfs, straits, etc., on which one would sail in going from Denmark to Japan.
  - b. Name in order the countries passed.
  - c. Name in order the more important islands.
2. ROUTE AROUND THE MEDITERRANEAN SEA.
  - a. Starting east from Spain, name in order the countries bordering on the Mediterranean, giving the principal coast cities of each.
3. ROUTES TO INDIA FROM ITALY.
  - a. The land route leads through what countries?
  - b. The water route leads through what countries?

##### *The Western Continent.*

1. ROUTE FROM GREENLAND TO MEXICO BY WATER.
  - a. Name in order the larger islands.
  - b. Name in order the larger seas.
  - c. Name in order the larger gulfs and bays.
  - d. Name in order the larger rivers.

2. ROUTE FROM THE NORTHERN PART OF MEXICO TO SOUTHERN PART OF SOUTH AMERICA.
  - a. Name in order the larger islands.
  - b. Name in order the larger seas.
  - c. Name in order the larger gulfs and bays.
  - d. Name in order the larger rivers.
3. ROUTE FROM PALOS, SPAIN, TO CUBA.
  - a. Name in order the larger islands.

## EXPLORATION.

### PHYSICAL GEOGRAPHY OF UNITED STATES.

1. ATLANTIC COAST.
  - a. Waterways.
    - (1) Name six bays.
    - (2) Name three sounds.
    - (3) Name ten rivers.
    - (4) Name eight capes.
    - (5) Name five islands.
  - b. Mountains.
    - (1) Name two ranges of mountains.
    - (2) Name five mountain passes.
2. GULF COAST.
  - a. Waterways.
    - (1) Name eight rivers.
    - (2) Name five bays.
    - (3) Name three islands.
3. MISSISSIPPI RIVER.
  - a. Name six important rivers that flow into it from
    - (1) East side.
    - (2) West side.

## 4. LAKE REGION.

- a. Beginning with Champlain, name in their order the lakes on the northern boundary of the United States.

## 5. PACIFIC COAST.

- a. Name three mountain ranges.  
(1) Name three mountain passes.
- b. Name six leading rivers that flow toward the Pacific.
- c. Name four bays and sounds.
- d. Name three islands.

## 6. SALT LAKE BASIN.

- a. Locate Salt Lake.
- b. Name rivers that rise near it and flow :  
(1) Northward.  
(2) Eastward.  
(3) Southward.  
(4) Westward.

## THE AMERICAN INDIAN.

"When America was discovered it was inhabited by but one race from Hudson Bay to Patagonia."

1. The semi-civilized peoples of Peruvia, Mexico and the Southwest part of the United States.
2. The Indians, representing various tribes, the rest of the Continent.

## TRIBES AND THEIR LOCATION.

1. Narragansetts, Massachusetts and Rhode Island.
2. Pequods, Connecticut.

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\* A very general statement of this topic is sufficient for the class, but the teacher should master it all.

3. The Six Nations of New York—Mohawks, Oneidas, Onondagas, Cayugas, Senecas, Tuscaroras.
4. The Hurons, Canada.
5. Miamis, Northern Indiana.
6. Sacs and Foxes, Western Michigan.
7. Potawatamis, Northern Illinois.
8. Kickapoo, Central Illinois.
9. Illinois, Southern Illinois.
10. Shawnees, Kentucky.
11. Cherokees, Tennessee, North Carolina, Georgia and Alabama.
12. Chickasaws, Tennessee, Mississippi and Alabama.
13. Natchez, south of the Chickasaws.
14. Choctaws, Mississippi east to the Tombigbee River.
15. Creeks, Southern Alabama, Southwestern Georgia, and Northwest Florida.
16. Delawares, Delaware.
17. The Powhatan Confederacy, Virginia.

#### INDIANS' MANNER OF LIVING.

- |                        |  |
|------------------------|--|
| 1. Industry.           | 11. Language.  |
| 2. Amusements.         | 12. Terms — Totem, Sachem, Wampum, Calumet, Manitou. |
| 3. Sociability.        | 13. Education.                                       |
| 4. Their religion.     | 14. Temperament.                                     |
| 5. Method of warfare.  | 15. His relation to                                  |
| 6. Tools and weapons.  | a. Spaniards.  |
| 7. The medicine man.   | b. French.   |
| 8. Government.         | c. English.  |
| 9. Diplomacy.          |  |
| 10. Position of women. |  |

This work will very likely have to be supplemented for the pupil, who should take it down in his note book. He

should also locate in a general way on an outline map, the country of the different tribes. This may be done by use of colored crayons.

#### DISCOVERERS AND EXPLORERS.

##### 1. SPANISH.

- |                          |                                |
|--------------------------|--------------------------------|
| *a. Columbus, 1492-1502. | h. Cabeza de Vaca,<br>1528-30. |
| *b. Ponce de Leon, 1513. | *i. Pizarro, 1531-34.          |
| c. Balboa, 1513.         | *j. De Soto, 1538-41.          |
| *d. Cortez, 1519-21.     | *k. Coronada, 1540-42.         |
| e. Magellan, 1521-2.     | l. Cabrillo, 1542-3.           |
| f. DeAyllon, 1526.       | m. Menendez, 1565.             |
| g. De Narvaez, 1528.     | n. Espejo, 1582.               |

##### 2. FRENCH.

- |                          |                                  |
|--------------------------|----------------------------------|
| *a. Verrazani, 1524.     | f. DeMonts, 1605.                |
| b. Cartier, 1535.        | *g. Champlain, 1605 and<br>1635. |
| c. John Ribaut, 1562-67. | *h. Marquette, 1673.             |
| d. Laudonniere, 1564.    | *i. La Salle, 1682.              |
| e. De Gourgues,          |                                  |

##### 3. ENGLISH.

- |                                    |                    |
|------------------------------------|--------------------|
| *a. Cabots, John and<br>Sebastian. | *e. Raleigh, 1585. |
| b. Frobisher, 1576-80.             | f. Gosnold, 1602.  |
| *c. Drake, 1577-80.                | g. Pring, 1603.    |
| *d. Gilbert, 1583.                 | h. Weymouth, 1605. |

##### 4. PORTUGUESE.

- |                                      |                     |
|--------------------------------------|---------------------|
| a. Americus Vespucius,<br>1497-1504. | c. Cabral, 1500.    |
| b. Vasco de Gama, 1498.              | d. Cortereal, 1500. |

5. DUTCH.

\*a. Henry Hudson, 1609.

6. SWEDES.

a. Peter Minuet, 1638.

SUBJECT MATTER—DE SOTO.\*

*Historical Units.*

TOPICS.

1. WHAT THE SPANIARDS THOUGHT OF THE NEW WORLD.

After the discovery of the New World by Columbus, the Spaniards, who had no other thought than that he had found a new way to India, dreamed eagerly of its marvelous wealth, and were impatient to be off to the land where they believed fortunes awaited them. So zealous were they in their mad search for gold and adventure, that many were willing to leave home and friends for years.

2. THE MOST NOTED SPANISH EXPLORERS.

The most brilliant of these explorers were Cortez, the conqueror of Mexico, and Pizarro, the conqueror of Peru, both of whom carried back to Spain many million dollars' worth of gold and silver. With Pizarro was a young man named Hernando De Soto, whose adventurous life is full of interest, and whose important discovery of the Mississippi River has

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\* Those starred for regular work, the others supplementary.

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given him a prominent place in the history of our country.

3. DE SOTO'S EARLY LIFE.

He was born about 1500, of a poor but noble family. In his youth he excelled in athletic sports, and possessed unusual skill in horsemanship and in fencing. Taking a leading part in all the dangerous exploits in the New World, he not only won fame but went back to Spain after many years' absence, a rich man.

4. WHY DE SOTO DESIRED TO EXPLORE FLORIDA.

While Cortez and Pizarro had been conquering Mexico and Peru, other Spaniards had been seeking their fortune in Florida. Thus far these men had brought back no gold and silver, but their faith in the mines of the interior was so great that De Soto wished to conquer and explore the country. Having already won great influence by his achievements, he secured the favor of the king, who made him governor of the island of Cuba, and appointed him leader of an expedition to conquer and occupy Florida. He was to take men enough with him to build forts and plant a colony, so as to hold the country for Spain.

5. HIS SELECTION OF MEN.

De Soto had no difficulty in getting followers to join him in this enterprise. Young men from noble families flocked to his standard from all parts of Spain, and as he knew that dangers and hardships awaited them he was careful to select from the large numbers the strongest men.

6. HIS COMPANY AND PREPARATIONS.

De Soto's company included richly dressed nobles and warriors in glittering armor. It was a gala day when they sailed out of port with banners flying and cannon booming, and not a young man of them but felt proud to sail on so grand an expedition. After arriving in Cuba, De Soto spent some time there, and then, leaving his wife to govern the island, set out to explore Florida. His expedition was an imposing one, comprising nine vessels, six hundred men, and about two hundred and twenty-five horses. In May, 1539, the whole force landed at Tampa Bay, on the western coast of Florida.

7. THE SPANIARD ORTIZ.

They had not advanced far into the interior when De Soto fell in with a Spaniard named Ortiz, who had accompanied Narvaez in a previous expedition some ten or eleven years before. According to his story, the Indians had captured him, and only forbore to kill him because an Indian girl had begged for his life. Ortiz had lived with the Indians so many years that he had become very much like one himself; but we can imagine his joy at seeing white men once more. The Spaniards were equally rejoiced because they knew how serviceable their countryman would be as a guide and interpreter.

8. HOW DE SOTO TREATED THE INDIANS.

The advantage of this good fortune was soon counteracted, however, by De Soto's unfriendliness to the Indians. He was not only indifferent to their pleasures and sufferings, but even seemed to enjoy

torturing and killing them. It was his custom upon arriving at an Indian settlement to demand food for his men and horses, and upon his departure to carry off with him the head chief as guide and hostage, not releasing him until the next tribe was reached. Indian men and squaws were forced into service as porters for the Spanish baggage; and thus enslaved, often with chains and with iron collars about their necks, they were compelled to do all sorts of menial work. It is not strange that after such treatment the Indians lost all confidence in De Soto. They not only learned to hate him and the Spaniards but longed to be revenged upon them. In return for the cruelties inflicted they purposely led the Spaniards astray, and left untried no treachery which would serve to destroy the pale-faced strangers.

9. THE VISIT OF THE INDIAN PRINCESS.

In May, 1540, an Indian princess, rowed by her followers in a canopied canoe, came across a stream to meet De Soto. When she landed, her followers carried her in a litter, from which she alighted and approached him. She gave him presents of shawls and skins, and a string of pearls which she took from around her neck. In return for these acts of courtesy, De Soto made her a prisoner, and kept her going about on foot with him until she escaped.

10. THE INDIANS WARNED TO BEWARE OF DE SOTO.

This is but an instance of the cruelty which made enemies of all the Indians with whom the Spaniards came in contact. No doubt, Indian runners were sent hundreds of miles in many directions to tell the

various tribes of the inhuman deeds of the white men. No doubt, these tribes combined in a desperate effort to destroy De Soto and all his men. How nearly they succeeded in their plan can be told in a few lines.

11. THE GREAT INDIAN CHIEF.

In the autumn of 1540 the Spaniards came to the tribe of a giant chieftain, whose slaves held over him, as he sat upon cushions on a raised platform, a buckskin umbrella stained red and white. He was sullen in the presence of the richly dressed Spaniards on their prancing steeds, but allowed De Soto to carry him a prisoner to the next Indian town, as the other head chiefs had done.

12. THE INDIAN TOWN MAVILLA.

This town was called Mavilla, an Indian word from which we get the name Mobile for the city and river in Alabama. As the Spaniards approached this town Indians came out to meet them, their faces showing signs of displeasure and evil intent. Fearing nothing, however, De Soto, attended by about a dozen of his men, rode boldly inside the town, which was surrounded with a palisade.

13. THE INDIAN CHIEF ASKS FOR HIS RELEASE.

The giant chieftain then asked for a release that he might return to his own people, and on being refused went into a house in which many Indian warriors were concealed. When De Soto ordered him to come out he refused. In the excitement that followed a Spaniard cut down with his sword an Indian warrior standing near by. Then, in wild

fury, hundreds of dusky warriors rushed like madmen out of the house to the attack, and soon shot down five of De Soto's body-guard. Of course, he had to flee for his life. But before he could reach the main force outside the town he fell to the ground two or three times, struck by Indian arrows.

14. THE GREAT BATTLE BETWEEN THE SPANIARDS AND INDIANS.

It was the beginning of a terrible battle, in which the Spaniards, although outnumbered, had the advantage because of their horses, swords, firearms, and superior training. Finally, from the outside, they closed the gates to the town and set fire to the Indian buildings. The Indians fought with desperation, but they either fell, cut down by Spanish swords, or rushed in mad fury to perish in the flames. When night came only three Indian warriors remained alive. Two of these fought until they were killed, and the last unfortunate one hanged himself on a tree with his bow-string. The Spaniards said they killed at least 2,500 Indians, but they lost in killed and wounded about a third of their own number. It was a dearly bought victory.

15. THE DIFFICULTIES OF TRAVELING.

Nor was Indian craftiness the only source of trouble for the Spaniards. De Soto's men had to travel through thick forests with no road except the narrow path made by wild animals or the trail made by the Indian hunter. They spent many laborious days in picking their way through dense underbrush and miry swamps, stopping here and there to make

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rafts to carry them across the numerous streams. Often without food and on the point of starving, they were obliged to feed upon native dogs, and were sometimes reduced to berries, nuts, bear-oil, and wild honey.

16. DE SOTO DISCOVERS THE MISSISSIPPI RIVER.

In spite of hunger, disease, death, and many other misfortunes, however, De Soto, in his mad search for gold, threaded his way through the tangled forests until, in the spring of 1541, about two years after landing at Tampa Bay, he reached the bank of the Mississippi River. After spending months in making boats, he at length crossed the mighty stream, and then continued his march in a northerly and westerly direction, going, it would seem, as far as the site of what is now Little Rock, the capital of Arkansas. Marching southeast, probably to the banks of the Washita, he spent a winter so severe that many of the party, including Ortiz, died.

17. DE SOTO'S DEATH.

About the middle of April, 1542, the Spaniards, travel-spent and sick at heart, reached the mouth of the Red River, where De Soto, discouraged and broken in spirit, was taken ill with fever and soon died. At first his followers buried his body near the town where they were staying, but when the Indians began with some suspicion to examine the ground under which he lay, the Spaniards, in the darkness of night, took up the body, wrapped it in blankets made heavy with sand, and sadly lowered it

into the waters of the mighty river which it was De Soto's chief honor to have discovered.

18. THE RETURN OF HIS PARTY.

After many more hardships, the wretched survivors of this unhappy company, numbering not many more than half of those who landed at Tampa Bay, found their way to a Spanish colony in Mexico. Thus ended in disaster the expedition which sailed with such hope of wealth and renown.

PREPARATION.

A good wall map showing the route taken by De Soto should be placed before the class that it may be referred to as the necessity arises.

Each member of the class should have an historic note book in which he may trace the routes taken by the explorers. This kind of work will enable him to acquire a good mental picture of the country explored. The lesson should be connected with the preceding lesson, but the fact should not be lost sight of that today's lesson is the all-important part.

PRESENTATION.

The account of the work of the explorers as is given in the ordinary one-volume text book is far too brief to be interesting. The period of discovery and exploration is one of the most important in the study of United States History, as it is during this time that the various European nations establish their respective claims to the different parts of the Western continent. A knowledge of their work, therefore, is necessary in order that the pupil may understand the cause of the conflicts, military and commercial,

between these nations, and also between them and the United States; hence much time should be given to the study of each of the leading discoverers and explorers, and those of each of different nations should be taken together as much as possible, for the work of each man is closely identified with that of his predecessor.

The interest of the pupil may be kept up by a large use of biography, and he should accumulate as many facts as possible in this grade, as he will take up the study of national history in the next.

Great care should be taken to see that the pupil has an intimate knowledge of the geography of the Western continent. As the routes of the explorers are traced he should have no difficulty in locating the various places mentioned. This work should come first, otherwise the places mentioned will have little meaning or interest for him. His knowledge of the geography of the country should be so thorough that he will know well its principal rivers, bays, gulfs, seas, mountain ranges, peaks, and passes, climatic conditions, resources, etc. He will then see the physical obstacles and difficulties met with by every explorer.

#### ASSIGNMENT.

A topical assignment may be made now, the teacher going over, very briefly, the lesson, calling attention to its more important parts, but not reading it as a whole, as this will rob the work of much of its freshness so far as the pupil is concerned.

#### SIXTH GRADE BOOK LIST.

The Story of the Middle Ages (Harding), Scott, Foresman & Co.	\$0.60
Makers of American History (Chandler and Chitwood), Silver Burdett & Co.....	.60



First Steps in the History of Our Country.	
American History in Literature (Lane and Hill), Ginn & Co...	.50
The Story of Our English Grandfathers (Brown), Public School Publishing Co.....	.75
Stories from English History (A. J. Church), Macmillan Co...	1.25
Carpenter's Geographical Readers, American Book Co.....	.60
The Ox Team on the Old Oregon Trail (Ezra Meeker), Ezra Meeker, Indianapolis .....	.60
Short Stories of English History (Blaisdell), Ginn & Co.....	.40
America's Story for America's Children (Mara L. Pratt), D. C. Heath & Co. ....	.60
Explorers and Travelers (Greeley), Scribner's Sons.....	1.50
Young Folk's History of France (C. M. Yonge), Lee & Shepard Co. ....	1.50
German Origins (F. B. Gummere), Scribner's Sons.....	2.00
German Society at Close of Middle Ages (E. B. Bax), Swan- sonneuschein & Co., London .....	1.25
Life of Columbus (Irving), Putnam.....	.75
Discovery of America, 2 volumes (Fiske), Houghton, Mifflin Co.	4.00
American Explorers (Gordy), Scribner's Sons....	.50
Explorations and Discovery (Pratt), Educational Pub. Co. ....	.40
History of Commerce in Europe (Gibbons), Macmillan Co. ....	.90
The Crusaders (Church), Macmillan Co. ....	1.75
The Venetian Republic (Brown), Macmillan Co. ....	.40
Explorers and Founders of America (Foote & Skinner), Amer. Book Co. ....	.60
Romance of Discovery (Griffis), Wild & Co., Chicago.....	1.25
Stories of Chivalry (Maitland), Silver, Burdett & Co.....	.50
Famous Men of the Middle Ages (Harren and Poland), Amer. Book Co. ....	.50
The Pathbreakers from River to Ocean (Hebard), Lakeside Press, Chicago.....	

ILLUSTRATIVE MATERIAL FOR GRADE WORK.

Perhaps no other one cause has contributed so much to the failure of teaching history in the grades as the lack of concrete, illustrative material.

In nature study the child is brought in direct contact with nature itself; in the study of geography he is supplied with globe, sand table, etc.; in arithmetic he is furnished with blocks, rulers, etc.; but in history he has been expected to sit still and content himself with abstract thinking; nothing but word symbols have been placed before him. It is needless to say that in history, as elsewhere, the child likes to see and do things. A large use should, therefore, be made of paper, pictures, putty and clay, and basketry; and from the child's knowledge gained in drawing, number work, geography, nature study, and with the skill gained in manual training, and his power of imagination, he should reconstruct and live over the period of history about which he is reading.

To aid in this work, the following articles are suggested as suitable for supplementary work in the first four grades, taking them up in their natural order:

HOUSE:	The Brick;	THE HOME:
	The Stone;	FURNITURE;
The Tree;	The Log Cabin;	Beds;
The Cave;	The Frame;	Bedsteads;
The Cliff;	The Cement;	Trundle Bed;
The Twigs;	The Castle;	Pillow;
The Thatch;	The Monastery;	Quilts;
The Tent;		Counterpanes;
The Adobe;		Chairs;

Tables;  
Cupboards;  
Cradle;  
Bed Curtains.

Sewing:  
a. Needles;  
b. Thread;

Churn;  
Piggin;  
Pails;  
Tankards;

## KITCHEN

## CLOTHING:

## UTENSILS:

Thatch;  
Skins;  
Cloth:

Skillet;  
Stew Kettle;  
Pot Hooks;

Jars;  
Jugs;  
Crane;  
Oven;  
Bread Tray.

## FOOD:

## WATER:

## I. Animal—

- a. Flesh;
- b. Milk or butter;
- c. Bones.

## 2. Plants—

- a. Cultivated for their roots;
- b. Cultivated for stems or leaves.
- c. Cultivated for flowers;
- d. Cultivated for fruits.

## 3. Nuts—

- a. Kinds;
- b. How gathered;
- c. How preserved;
- d. How used.

## I. Well—

- a. Well Curb;
- b. The Sweep;
- c. Watering Trough;
- d. Well Bucket;
- e. The Wind Mill;
- f. Pump.

## 2. Vessels for Carrying—

- a. Skin Bottles;
- b. Earthen Jars;
- c. Gourds;
- d. Wooden Pails;
- e. Canteens.

## ANIMALS:

- 1. Used for food;
- 2. Used for their hides or wool;
- 3. Domestic animals—
  - a. Dog;
  - b. Cow;

- c. Sheep;
- d. Goat;
- e. Camel;
- f. Horse;
- g. Elephant.
- 4. Methods of Killing—
  - a. Weapons for sticking;
  - b. Weapons for cutting;
  - c. Weapons for piercing.
- 5. Methods of Capturing—
  - a. Decoys;
  - b. Snares;
  - c. Traps;
  - d. Pitfalls.

#### THE EVOLUTION OF

##### WAGONS:

- 1. Frame to use on man's back;
- 2. Sticks beside a dog or horse;
- 3. Sled;
- 4. Spool Cart;
- 5. The Wheel Cart (two);
- 6. Four Wheeled;
- 7. Stage Coach.

##### METHODS OF TILLING THE SOIL:

- 1. The Plow—
  - a. The Shell;
  - b. The Sharpened Stick;
  - c. The Fork Stick;
  - d. The "Bull" Tongued Plow;
  - e. The Mole Board Plow;
  - f. The Turning Plow;
  - g. The Double Shovel.
- 2. The Harrow—
  - a. The Brush;
  - b. With Wooden Teeth;
  - c. With Iron Teeth;
  - d. The Disk.
- 3. Implements for Cutting Grain—
  - a. Reap Hook;
  - b. Scythe and Cradle;
  - c. The Reaper;
  - d. The Binder.
- 4. Methods of Threshing Grain—
  - a. The Flail;
  - b. Tramping with oxen or horses;

- c. Winnowing;
- d. Threshing Machine;
- e. Combined Harvester.
- 5. Methods of Grinding—
  - a. Mortar and Pestle;
  - b. Mill Stones;
  - c. Corn Grater;
  - d. Roller Mill.

#### METHODS OF MANUFACTURING CLOTH :

- 1. Carding;
- 2. Spinning;
- 3. The Reel;
- 4. The Warps;
- 5. The Loom;
- 6. The Carding Machine;
- 7 The Cotton Gin;
- 8. The Spinning Jenny.

#### BASKETRY :

- 1. Material;
- 2. Methods;
- 3. Kinds;
- 4. Finished Products.

#### WORSHIP :

- 1. Altar;
- 2. Dress;
- 3. Surplice;
- 4. Miter.

#### IMPLEMENTS OF WAR :

- 1. The Sling;
- 2. The War Club;
- 3. The Javelin;
- 4. The Spear;
- 5. The Lance;
- 6. The Dagger;
- 7. The Dirk;
- 8. The Battle Ax;
- 9. The Tomahawk;
- 10. The Siege Tower;
- 11. The War Chariot;
- 12. The Helmet;
- 13. Armor;
- 14. Battle Ships;
- 15. The Watch Tower.

#### METHODS OF PUNISHMENT :

- 1. Pillory;
- 2. Stock;
- 3. Ducking Stool;
- 4. Whipping Post.

#### METHODS OF STARTING

##### FIRE :

- 1. With Sticks—
  - a. Plowing;
  - b. Twirling;
- 2. Steel and Flint;
- 3. Match.

#### METHODS OF PRODUCING

##### ARTIFICIAL LIGHT :

- 1. Grease Lamp;
- 2. Whale Oil Lamp;

- |                 |                    |
|-----------------|--------------------|
| 3. Candle;      | d. The Birch Bark; |
| 4. Kerosene;    | e. The Flat Bot-   |
| 5. Gas;         | tommed Boat;       |
| 6. Electricity. | f. The Keel Boat;  |
|                 | g. The Steam Boat. |

METHODS OF TRAVEL:

1. On Land—

- a. Paths made by  
wild animals;
- b. The Trail;
- c. The Pike;
- d. The Macadam-  
ized road;
- e. The Railroad.

2. By Water—

- a. The Raft;
- b. The Skin Boat;
- c. The Dugout  
Canoe;

POTTERY:

1. Material;
2. Methods;
3. Kinds;
4. Finished Products.

FLAG:

1. The English;
2. The Colonial;
3. The Revolutionary;
4. The Union;
5. The Confederate.

BOOKS OF REFERENCE.

- Clay Work (Lester, K. M.), Manual Arts Press, Peoria, Ill.  
Indian Basketry, and How to Make Baskets (James, G. W.), Pasadena, Calif.  
How to Make Baskets (White, Mary), Doubleday, Page & Co.  
Educational Wood Working for School and Home (Park, J. C.) Macmillan Co.; \$1.00.  
Beginning Wood Work at Home and in School, Manual?  
Problems in Wood Working (McMurray, M. W.), Manual Art Press, Peoria, Ill.; 75c.  
Problems in Furniture Making (Cranshaw, Fred D.), Manual Arts Press, Peoria, Ill.; \$1.00.  
The Origin of Inventions (Mason, Otis T.), Scribners; 1.50.  
Woman's Share in Primitive Culture (Mason, Otis T.), Macmillan Co.  
Growth of Industrial Art (government publication); \$2.00.

## Chapter XI.

### MATERIALS—CONTINUED.

#### SEVENTH GRADE.

##### COLONIAL HISTORY FROM EUROPEAN STANDPOINT: THE REFORMATION.

It would be unwise, with pupils of this grade, to go into details in regard to the causes of the Reformation, as they would not understand its real significance and it might excite a certain amount of religious bigotry and intoleration—the very things that should be guarded against; yet, since religious persecution in the Old World had so much to do in the settlement of the New, it would be well for the teacher to give a brief history of the church as it is outlined in Religious Facts, numbers 1, 2, 3, 4, 5 and 8, on page (?). By this means the child may become acquainted with the terms so often referred to in connection with Colonial history, and the conditions that existed there, but which are unintelligible to him who only knows the conditions as they exist today, where the state exercises no authority over the church.

##### ENGLISH HISTORY.

The study of this subject should be from regular assignments made to some good text book on English History, as the pupil confines his work in Colonial History largely to the English colonies. The "Divine Right of Kings"; the classes of society, Royalty, Nobility, Common People and Peasants; the forms of local government; the county, or shire; the township and parish; and the town, civil and

national law; the right of petition and to levy taxes; trial by jury; the power of the King and his method of raising money; work of the standing army and of Parliament; the lives of Henry VIII and Queen Elizabeth; the reigns of the Stuart Kings and of George III, are some of the topics in English History that should be studied in connection with Colonial history in America and made a component part of it.

#### COLONIAL HISTORY FROM THE AMERICAN STANDPOINT.

While the history of each of the thirteen colonies may be studied separately, yet it will be advisable to make a thorough study of one of each of the prevailing types: the New England or Northern, embracing New Hampshire, Massachusetts, Rhode Island and Connecticut; the Middle, embracing New York, New Jersey, Pennsylvania, Delaware; and the Southern, embracing Maryland, Virginia, the Carolinas and Georgia. Whether the work is on a type, or of an individual colony, it should be along the following general lines: character of the colonists; geography, including rivers, mountains, natural resources; object of its settlement; place of settlement; time of settlement; form of government; prevailing form of religious belief; educational advantages—schools, books, newspapers; chief kinds of industries and industrial products; domestic life and social customs; prominent persons associated with the colony; Indian wars and Colonial rebellions; facts of general interest.

#### THE VIRGINIA COLONY.

##### I. SETTLERS.

Gentlemen unaccustomed to work, and not willing to do any kind of manual labor.



## 2. GEOGRAPHY.

- a. Rivers—Potomac, Rappahannock, Chickahominy, James are the most prominent, but there are many others, and all easy to ascend, as they flow slowly.
- b. Mountains—From the coast to the Blue Ridge about one hundred miles, the ascent is very gradual. The Potomac at the north and the James River at the south cut through this mountain. The Appalachian range is parallel to and about one hundred miles west of the Blue Ridge.
- c. Bays—There are many bays and inlets, Chesapeake being the most noted.
- d. The numerous waterways afforded good opportunities for exploration in Virginia, nine-tenths of the travel in a new country being by water, while the mountains, being impassable except at the two places mentioned, forced the settlers to locate in a compact body along the coast.

## 3. OBJECT.

Wealth and adventure.

## 4. PLACE.

Jamestown, a low, swampy place near the mouth of the river; very unhealthy.

## 5. TIME.

Spring of 1607.

## 6. PREVAILING FORM OF RELIGIOUS BELIEF.

The Established Church.

7. EDUCATIONAL ADVANTAGES.

People lived on large plantations, which made a public school impossible, and the aristocracy did not favor general education.

8. CHIEF KINDS OF INDUSTRIES AND INDUSTRIAL PURSUITS.

Agriculture.

9. DOMESTIC LIFE AND SOCIAL CUSTOMS.

Four classes of society: the landed aristocracy or slave-holder; the poor white; the white indentured slave; and the negro.

10. FORM OF GOVERNMENT.

Colonial—Royal.

Local—County.

11. PROMINENT PERSONS ASSOCIATED WITH THE COLONY.

John Smith, Powhatan, Pocahontas, Rolfe, Governors Yeardley, Berkeley, Dale and Bacon.

12. INDIAN WARS.

With Powhatan's tribe.

13. COLONIAL REBELLION.

Bacon.

14. FACTS OF GENERAL INTEREST.

First legislative assembly in America; Introduction of Slavery.

For this kind of work, Massachusetts for the New England and Pennsylvania for the Middle colonies, are good types.

Perhaps no text-book will present the subject matter on the colonies just in the order mentioned in the outline suggested. What is termed the institutional life of the people,

meaning their schools, churches, occupations, social amusements, etc., is sometimes treated in a general way and in a separate chapter; yet there seems no good reason for treating the political life of each of the colonies separately and the institutional life collectively.

#### INTER-COLONIAL WARS.

1. King William's.
2. Queen Anne's.
3. King George's.
4. French and Indian.

With the exception of the last, the causes of these wars were the same, and the fighting was chiefly around the same strategic points:

1. Louisburg and Acadia were the key to the north-eastern part of Canada and the Gulf of St. Lawrence.
2. Quebec controlled the St. Lawrence River and one of the most strongly fortified places in America.
3. Crown Point and Ticonderoga controlled the route from the Colonies to Canada.
4. Niagara controlled the fur trade in Northwestern Canada, and the route to Albany, N. Y.
5. Fort Duquesne, which controlled the Ohio River, and was the key to the Northwest.

#### HISTORICAL GEOGRAPHY.

Master the geography of each of the strategic points first, which will require a knowledge of the exact location of the point, the country controlled by it, the forts erected for its defense, the routes by which it was reached, and the *places* from which the forces were collected to conquer it.

1. LOUISBURG.
  - a. Forts: Port Royal.
  - b. Cities: Halifax, Boston.
  - c. Rivers: St. Lawrence.
2. QUEBEC.
  - a. Forts: Montreal, Louisburg, Niagara, Crown Point.
  - b. Cities: New York, Boston.
  - c. Rivers: Richelieu, St. Lawrence, Mohawk.
3. CROWN POINT AND TICONDEROGA.
  - a. Forts: Edward, William Henry, Chambly.
  - b. Cities: New York, Quebec.
  - c. Rivers: Mohawk, Hudson, Richelieu, St. Lawrence.
4. NIAGARA.
  - a. Forts: Stanwix, Oswego, Ontario, Frontenac.
  - b. Cities: New York, Albany, Schenectady, Quebec.
  - c. Rivers: Hudson, Mohawk.
5. DUQUESNE.
  - a. Forts: Presque Isle, Le Boeuf, Venango, Necessity, Kaskaskia, Crevecoeur, Detroit.
  - b. Jamestown, Philadelphia, Williamsburg.
  - c. James River, Monongahela, Allegheny, Miami, Illinois, French Creek, Ohio.

FRENCH AND INDIAN WAR.

PLAN—General.

- I. Relative strength of the two nations.
  - a. Population — English (in America); French (in America).

- b. Settlements.
    - English settlements compact.
    - French settlements scattered.
- 2. Relation of Indians to.
  - a. English—unfriendly.
  - b. French—friendly.
- 3. Weakness of the Colonies.
  - a. Not united.
- 4. Results.
  - a. Territorial.
  - b. Military.
  - c. Toleration.
    - (1) Religious.
    - (2) Social.
    - (3) Sectional.
  - d. Political.
    - (1) United the Colonies.
    - (2) English national debt doubled and necessity for taxing the Colonies greatly increased.
    - (3) Navigation laws revised.

#### PLAN—Specific.

Each of the five strategic points should be taken up in turn and the various expeditions against it considered in accordance with the plans for treating battles and campaigns, as is shown on pages 205, 207.

#### REVOLUTIONARY WAR.

##### I. CAUSES.

##### a. Remote:

- (1) King George's opposition to popular government.

- (2) Attempt to overthrow the right of taxation.
- (3) Different views of colonial dependence.

b. Immediate:

- (1) English control of colonial commerce:
  - (a) Navigation acts.
  - (b) Smuggling.
  - (c) Writs of assistance.
  - (d) Navy sent to enforce laws.
  - (e) Officers.
- (2) Taxation without representation:
  - (a) The Stamp Act.
  - (b) The Stamp Act Congress.
  - (c) Declaratory Act and Townshend Acts.
  - (d) The Quartering Act.
  - (e) The Boston Massacre.
  - (f) The Tax on Tea.
  - (g) The Boston Tea Party.
- (3) The Repressive or Intolerable Acts.

2. THE BEGINNINGS OF THE REVOLUTION.

- a. Growth of Colonial Union:
  - (1) Attempts to transport Americans for trial.
  - (2) Colonial Committee of Correspondence.
  - (3) The first Continental Congress.
- b. Lexington and Concord.
- c. Second Continental Congress.

- d. Battle of Bunker Hill.
- e. Siege and Capture of Boston.
- f. Declaration of Independence.

The fighting of the Revolutionary War may be grouped into campaigns waged for the capture of the following points and each should be completed before taking up the next, whether the battles occur in the same or in different years.

- 1. IN AND AROUND BOSTON.
- 2. IN AND AROUND NEW YORK.
- 3. IN AND AROUND SARATOGA.
- 4. IN AND AROUND PHILADELPHIA.
- 5. AT THE SOUTH.
- 6. IN THE WEST.
- 7. MINOR CAMPAIGNS.
  - a. b. c. d.

#### HISTORICAL GEOGRAPHY.

A knowledge of the geography of a campaign should embrace routes, land or water, location of forts, cities, and general topography of the country where it is conducted.

- 1. BOSTON. (See page 205.)
- 2. NEW YORK.

Up the Hudson and across New Jersey to Philadelphia.

- a. Islands: Staten, Long, and Manhattan.
- b. Forts: Harlem Heights, Washington, Lee, West Point.
- c. Rivers: Hudson, Delaware.
- d. Cities: Brooklyn, New York, Philadelphia,

Trenton, Princeton, Baltimore, Morristown.

- e. Battles: Long Island, White Plains, Trenton, Princeton.

3. SARATOGA.

From the St. Lawrence up the Richelieu River and through Lakes Champlain and George:

- a. Rivers: Richelieu, Hudson, Mohawk.
- b. Forts: Oswego, Stanwix, Oriskany, Crown Point, Ticonderoga, George, and Edward.
- c. Cities: Albany, Bennington, Montreal.
- d. Battles: Bennington, Oriskany, Saratoga.

4. PHILADELPHIA.

From New York to Philadelphia by way of the Atlantic Ocean and Chesapeake Bay:

- a. Rivers: Delaware, Schuylkill, Susquehanna, Brandywine.
- b. Forts: Morristown, Valley Forge, Miria, Mifflin.
- c. Cities: Baltimore, Wilmington.
- d. Battles: Chadford, Germantown, Monmouth.

5. AT THE SOUTH.

Charleston was the base of supplies for the British, and was reached by the Atlantic Ocean or by land along the Blue Ridge and Black Mountains:

- a. Rivers: Savannah, Santee, Great Pedee, Cape Fear.
- b. Forts: Moultrie, Sunbery.
- c. Cities: Savannah, Charleston, Wilmington.
- d. Battles: Charleston, Savannah, Eutaw Springs, Camden, King's Mountain, Guilford Court House, Yorktown.



## 6. IN THE WEST.

From Pittsburg to St. Louis by the Ohio River  
and by land from its mouth :

- a. Rivers: Wabash, Kaskaskia, Illinois.
- b. Forts: Kaskaskia, Cahokia, Vincennes.

## 7. NAVAL BATTLES.

## COMPARISON OF RESOURCES OF ENGLAND AND AMERICA.

## 1. AMERICAN FORCES.

- a. Army: Maximum, 30,000; minimum, 5,000.
- b. Navy: Seventeen vessels.
- c. Army composed of—
  - (1) Continental: Organized by Congress.
  - (2) Separate Colonial militia.
  - (3) Foreigners: Lafayette, DeKalb, Steuben, Kosciusko, Pulaski.
  - (4) Indians against the Colonies.

## 2. BRITISH FORCES.

- a. Army: 40,000.
  - (1) Mainly hired foreigners.
  - (2) Indians for the British.
  - (3) Well organized.
  - (4) Navy: Thirty vessels.
- b. Fighting an offensive war.

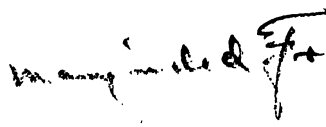
## RESULTS.

## 1. TERMS OF THE TREATY.

## THE GROWTH OF THE UNION.

## 1. UNION OF—

- a. Towns in the North to form colonies.
- b. Plantations in the South to form colonies.

2. THE NEW ENGLAND CONFEDERATION, 1643.
3. PLANS OF—
  - a. Penn, 1697.
  - b. Franklin, 1754.
4. CONGRESSES OF—
  - a. The Stamp Act, 1765.
  - b. First Continental, 1774.
  - c. Second Continental, 1775-1781.
5. DECLARATION OF INDEPENDENCE.
6. ARTICLES OF CONFEDERATION.
  - a. Source of its power:
    - (1) Delegates to; how appointed.
    - (2) Number of delegates.
  - b. Models:
    - (1) Greek; Roman; Swiss; Dutch.
  - c. Name of the new government.
  - d. Form of the confederate government:
    - (1) A legislature of one house, with certain executive and judicial powers.
    - (2) Each state allowed not less than two nor more than seven delegates.
    - (3) Each state paid its own delegates, whom it sent or recalled at pleasure.
    - (4) Each state allowed only one vote on all questions that came before Congress.
  - e. Powers:
    - (1) Declare war; negotiate treaties; send and receive ambassadors; regulate the value of coin; decide disputes between states; establish and regu-

late postoffices; fix the standard of weights and measures.

f. Weakness:

- (1) Based on sovereign states instead of on individual citizens; could levy taxes, but could not collect them; ask for soldiers, but could not compel the states to supply them; negotiate treaties, but could not enforce them; propose amendments, but all the states had to ratify them; could contract debts, but could not raise money to pay them; could not regulate commerce between states or between them and foreign states; could request or declare anything, but could command nothing.

CONSTITUTION OF THE UNITED STATES.

I. CONFERENCE AT ALEXANDRIA, VA., MARCH, 1785.

- a. Steps leading to.
- b. Object of Commissioners of Virginia and Maryland: Met to arrange a plan for the navigation of all waters belonging to the states.
- c. Washington was invited to be present.
  - (1) His advice.

2. THE WORK OF THE CONVENTION.

- a. Reported to their legislatures the advisability of a better regulation of the navigation of waters common to the two states.

3. THE VIRGINIA RESOLUTION, JANUARY 21, 1780.
  - a. Adopts a resolution appointing a commission to meet committees from all the other states to consider the whole question of commerce.
  - b. The commission sent copies of the resolution to each of the other states, requesting them to appoint committees.
  - c. New York, New Jersey, Pennsylvania, Delaware, and Virginia complied and sent committees. Other states appointed committees, but they failed to appear.
4. THE ANNAPOLIS CONVENTION, SEPTEMBER 11, 1786.
  - a. Committee saw that they could do nothing without a fuller representation.
  - b. They saw that trade could not be regulated without regulating many other subjects.
  - c. The committee from New Jersey had authority to consider other important matters.
  - d. Another convention was recommended to devise a plan for strengthening the general government.
5. THE ACTION OF THE CONTINENTAL CONGRESS.
  - a. The Articles of Confederation were amended.
  - b. Why the convention at Annapolis had sent its report to Congress.
  - c. What Congress did.
  - d. What the states did.
6. THE PHILADELPHIA CONVENTION.
  - a. Number of delegates.
  - b. Character of the delegates.

## c. Organization :

(1) Officers.

## d. Questions to be considered :

(1) Was government to be based on the people or on the states?

(2) Was government to have one or three departments?

(3) Was there to be a strong state or a strong national government?

## 7. POLITICAL PARTIES.

## a. National :

(1) Principles of.

## b. State :

(1) Principles of.

## 8. PLAN.

a. The Virginia Plan proposed a strong central government, composed of three departments, and based upon the people. It was supported by the National Party.

b. The New Jersey Plan was supported by the State Party, and proposed to revise the Articles of Confederation, but still leave the government based upon the states.

## 9. COMPROMISES.

## a. Representation :

(1) Equal or proportional.

## b. Slavery :

(1) Manner of counting them for representation and taxation.

## c. Commerce :

(1) Export and Import Tax.

10. SIGNING AND ADJOURNMENT.
  - a. Records and reports.
11. RATIFICATION.
  - a. How received by the people.
  - b. Views of the Constitution.
  - c. Work of Hamilton, Washington, Madison, Jay and others.
  - d. Provisions for amendment.
  - e. By whom ratified.
12. THE FIRST PRESIDENTIAL ELECTION.
  - a. The political parties.
  - b. Candidates—how nominated?
  - c. What means had the states for conducting a national election?

In the above presentation the work opposite the Arabic numerals may be regarded as the outline, while the rest represent some of the particular facts and sub-topics. All together, they comprise what may be termed the development of the subject.

Before taking up the study of the administration of government by the various Presidents, certain general facts in regard to the origin of the English, and the administration of the United States government, should be made clear to the pupil.

He should understand the origin of English Common Law; how the early inhabitants of England regulated their conduct towards each other by certain well established customs; how England was repeatedly invaded by other tribes of people who had their customs; how finally all these people were united under one government, and out of the

customs of all was framed a body of laws called the Common Law, which defined the rights and privileges of all.

It was left to the King, however, to enforce these laws. This he often neglected or refused to do. But the people, in such documents as the Magna Charta, the Petition of Rights, and the Bill of Rights, forced their Kings to recognize certain rights of the people, among which are: the right of trial by jury; a public and speedy trial; that there should not be excessive fines or bail, cruel or inhuman punishment; the right of the people peaceably to assemble to petition the government for a redress of grievances; the right of free speech and free press; the right to be exempt from unreasonable searches in their houses; private property may not be taken for public use except when the government pays for it; no soldier shall be quartered in a private house in time of peace without the consent of the owner, or in time of war except in accordance with law; etc.

The founders of the American nation were almost all of English descent, so when they formed their government they accepted much of this common law as safeguarding the rights of the common people. It is found in the first ten amendments to the National Constitution and as a Declaration of Rights in various State Constitutions.

They drew up a Constitution which prescribes the conditions upon which they are governed. In this agreement all questions dealing with foreign nations or with the states in their relation to each other are managed by a national government; and all questions that relate to the state alone are left to the state government. But both national and state governments are created by and responsible to the

people. Each has a law-making, a law-judging, and a law-enforcing department.

The general manner of the working of each of these departments should be explained to the pupil.

It should also be explained to him how, in the beginning, all powers of government were held by the people, and how they delegated certain powers to the government; some of the more common powers of Congress should be mentioned, and that certain powers—those guaranteed by the common law—were reserved or retained by them; and again how the framers of the Constitution could not foresee all the powers that might be needed in the administration of government, so these were provided for in a general way by what are termed “implied” powers. It should be shown the pupil that in the administration of national government there will arise three difficulties:

1. The guarding of the rights of the individual guaranteed by common law;
2. The different opinions in regard to the meaning of the Constitution;
3. The exercise of implied power.

#### THE ADMINISTRATION.

The administration method of treating the subject of United States history from the inauguration of Washington to the present time, is open to the objection that the chief relations between the facts presented are time and the personal. The funding of the national debt, the trouble with the Algerian pirates, and the Jay treaty all occurred during



Washington's administration, but the only relations of these facts are those mentioned. Yet for the seventh and eighth grade pupils who are not very well acquainted with the facts of history, and who think in small historic units, the administration plan is as satisfactory as any yet proposed. The president is a person; what is done during his time has a personal interest for the pupil; and then too he may be made the center around which the pupil gathers the events of the administration.

But the teacher thinks in larger historical units. For him the political parties furnish perhaps the best pathway leading through the great maze of facts found in passing from one administration to another. Political facts are no more important than other kinds, yet they largely dominate the others in the development of civilization and for that reason one is justified in assigning them the more important place in the study of history. Viewing the subject from the standpoint both of the teacher and the pupil, the author has adopted in this work what may be termed the "Political Administration" method in the treatment of National History.

The relative strength of the political parties may be determined by the electoral vote cast for each. For partisan reasons it has not seemed best to enumerate the principles for which each party stood, but the teacher may point out the reasons for the growth and decline of a party without being partisan or accused of exerting any partisan influence.

The chief events of each administration have been set down under the name of the President and will furnish a topical outline to guide the pupil in his study.

There should not be a slavish adherence to these plans either by the teacher or the pupil. Oftentimes the history of a subject continues through more than one administration, as for example the various commercial acts preceding the War of 1812, slavery, the Oregon country, the settlement of the West, the growth of humanitarian movements, expansion, etc., and in cases like these the teacher should not hesitate to turn aside and study them without regard to time or politics.\*

#### WASHINGTON'S ADMINISTRATION. 1780-1797.

1. CHARACTER.
2. POLITICAL EXPERIENCE.
3. INAUGURATION.
  - a. Time.
  - b. Place.
  - c. Title.
4. HIS CABINET.
  - a. Members.
  - b. Political opinions of the members.
  - c. Meetings.
5. ORGANIZATION OF
  - a. House.
  - b. Senate.

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Topics for special reports by individual pupils or development by entire class may be taken up at the close of each administration and lists of such topics may be found on pp. 199-202.

6. COURTS.
  - a. Supreme.
  - b. Inferior.
    - (1) District.
    - (2) Circuit.
7. LOCATION OF FEDERAL CAPITAL.
  - a. Places where Congress had met.
  - b. Final location.
8. FINANCIAL CONDITION OF THE COUNTRY.
  - a. Debt.
    - (1) Parts; Foreign, Domestic, State.
    - (2) How disposed of; Assumption; Funding.
  - b. United States Bank.
  - c. Duties and Customs.
    - (1) Specific.
    - (2) Ad Valorem.
  - d. Excises.
    - (1) On what levied.
  - e. Organization of the Mint.
  - f. Navigation act.
9. EMIGRATION TO THE WEST.
  - a. Routes.
  - b. Inducements.
  - c. Manner of travel.
10. INDIAN WARS.
  - a. In the Northwest.
11. WHISKEY INSURRECTION.
  - a. Cause.
  - b. Army.

- (1) Regular.
- (2) State Militia.
- 12. FOREIGN AFFAIRS.
  - a. Algiers.
  - b. Spain.
    - (1) Florida.
    - (2) Mississippi River.
  - c. England.
    - (1) Jay Treaty.
  - d. France.
    - (1) Proclamation of Neutrality.
    - (2) French minister, Genet.
    - (3) Previous treaty with
- 13. INVENTION OF THE COTTON GIN AND ITS EFFECTS.
  - a. Political.
  - b. Industrial.
- 14. POLITICAL PARTIES AND CONSTITUTIONAL INTERPRETATION.
  - a. Federalist.
  - b. Anti-Federalist.
  - c. Broad or loose construction—Implied powers.
  - d. Strict construction—Reserved and expressed powers.
- 15. WASHINGTON'S FAREWELL ADDRESS.
  - a. Recommendations.
    - (1) Sectional jealousies.
    - (2) European alliances.
- 16. PRESIDENTIAL ELECTION.
  - a. Candidates.
  - b. Issues.

## ADAMS' ADMINISTRATION, 1797-1801.

1. CHARACTER.
2. POLITICAL EXPERIENCE.
3. CABINET.
4. FRANCE.
  - a. French Revolution.
  - b. French Government.
  - c. Trouble with the French Minister.
  - d. Commissioners to France.
  - e. Napoleon became first consul.
5. ALIEN AND SEDITION LAWS AND NATURALIZATION ACT.
6. THE VIRGINIA AND KENTUCKY RESOLUTIONS.
7. THE MIDNIGHT JUDGES.
8. MISCELLANEOUS.
  - a. Death of Washington.
  - b. Seat of government moved to Washington, D. C.
  - c. Publication of the National Song, "Hail! Columbia."
  - d. Adoption of the Eleventh Amendment.
9. PRESIDENTIAL ELECTION.
  - a. Candidates.
  - b. Issues.

## JEFFERSON'S ADMINISTRATION, 1801-1809.

1. CHARACTER.
2. POLITICAL EXPERIENCE.
3. THEORY OF GOVERNMENT.
  - a. Public debt.
  - b. Political appointments.

- c. Navy and Army.
- 4. REPEAL OF FEDERAL LAWS.
  - a. Federal Judges.
  - b. Naturalization Law.
  - c. Excise Act.
- 5. LOUISIANA PURCHASE.
  - a. Its history.
  - b. Importance of the Mississippi River to the States west of the Allegheny Mountains.
  - c. The island of Orleans.
  - d. East and West Florida—their history, and importance to the United States.
  - e. Circumstances of purchase.
  - f. Area.
  - g. Boundaries.
  - h. Population and settlements.
  - i. Expedition of Lewis and Clark.
  - j. Results of purchase.
    - (1) Secured mouth of Mississippi.
    - (2) Strengthened bond of union between East and West.
    - (3) Raised question of internal improvements.
    - (4) Weakened strict construction of Constitution.
    - (5) Added a large population.
- 6. BURR'S INSURRECTION.
- 7. IMPRESSMENT OF AMERICAN SEAMEN.
  - a. English deserters.
  - b. False papers on American ships.
  - c. Inducements for English sailors to enter American service.

- (1) Pay.
  - (2) Ships.
  - (3) American commerce.
- 8. INTERNAL IMPROVEMENTS.
  - a. Erie Canal.
  - b. Cumberland road.
- 9. INVENTION OF STEAMBOAT BY ROBERT FULTON.
- 10. MISCELLANEOUS.
  - a. War with the Barbary States.
  - b. Establishment of the Military Academy at West Point.
  - c. The twelfth amendment adopted.
- 11. PRESIDENTIAL ELECTION.
  - a. Candidates.
  - b. Issues.

### MADISON'S ADMINISTRATION, 1809-1817.

- 1 CHARACTER.
- 2. POLITICAL PREPARATION.
- 3. WAR OF 1812. See Page 173.
- 4. MISCELLANEOUS.
  - a. The Hartford convention.
  - b. Second U. S. Bank.
  - c. American colonization society organized.
  - d. Tariff of 1816.
  - e. The writing of the "Star Spangled Banner."
- 5. PRESIDENTIAL ELECTION.
  - a. Candidates.
  - b. Issues.

COMMERCIAL ACTS. LEADING UP TO THE WAR OF 1812.

ENGLAND.

1. RULE OF 1756.
2. RULE OF 1793 APPLIED TO FRENCH WEST INDIES.
3. RULE OF 1805 MADE TO APPLY TO GOODS SHIPPED  
FROM FRENCH WEST INDIES TO UNITED STATES,  
THENCE TO FRANCE.
4. MAY, 1806, ORDERS IN COUNCIL.
5. JANUARY AND NOVEMBER, 1807, NEW ORDERS IN  
COUNCIL.

UNITED STATES.

December 14, 1807, Non-Importation Act.  
December 22, 1807, Embargo Act.  
January 5, 1809, Force Act.  
March 1, 1809, Non-Intercourse Act.  
May 1, 1810, Macon Act.

FRANCE.

November, 1806, Berlin Decree.  
December 17, 1807, Milan Decree.  
November 10, 1810, Rambouillet Decree.

WAR OF 1812.

- I. CAUSES.
  - a. Insolence of British cruisers.
  - b. Capture of 900 American vessels since 1803 by  
England.  
Capture of 540 American vessels since 1803 by  
France.



- c. Stirring up of Indians.
  - d. Impressment.
  - e. Commercial acts passed in England.
  - f. Desire by America to annex Canada.
  - g. Henry Letters.
2. DEMAND FOR WAR.
- a. Aid by Congress.
  - b. By the West.
  - c. Country generally prosperous.
3. RELATIVE STRENGTH OF ENGLAND AND AMERICA.
- a. England had population of 20,000,000.
  - b. United States had population of 7,000,000.
  - c. England had 830 vessels and 15,000 seamen.
  - d. United States had 8 or 10 brigs and a dozen frigates, with 5,500 seamen.
  - e. England had a well trained army.
  - f. United States had a small army and a few state militia.
  - g. The English nation was accustomed to being taxed.
  - h. United States were not accustomed to being taxed
4. THE PLAN—To invade Canada.
- a. The West—Detroit.
  - b. The center—Niagara.
  - c. The East—Champlain.
  - d. The coast.
  - e. The sea.
5. RESULTS.
- a. Political.
  - b. Economical.

- c. Industrial.
- d. Internal improvements.
- e. Military.
- f. Immigration.

**CAMPAIGN AT THE WEST.** Detroit the strategic point.

- a. Rivers—Thames, Maumee, Raisin.
- b. Forts—Detroit, Malden, Miami, Meigs.
- c. Battles—Tippecanoe, Detroit, Malden, Miami, Meigs, Thames, Frenchtown, Lake Erie.

**CAMPAIGN AT THE CENTER.** Niagara the strategic point.

- a. Lakes—Erie, Ontario.
- b. Battles—Chrysler's Field, Lundy's Lane.
- c. Towns—Buffalo, York, Montreal, Oswego.

**CAMPAIGN AT THE EAST.** Champlain the strategic point.

- a. Lakes—George, Champlain, Ontario.
- b. Battles—Plattsburg, Champlain.

**CAMPAIGN ON THE ATLANTIC COAST.** Washington, D. C., the strategic point.

- a. Battles—Ft. McHenry, Washington.

**CAMPAIGN AT THE SOUTH.** New Orleans the strategic point.

- a. Rivers—Alabama, Tallapoosa, Mississippi.
- b. Cities—Mobile, Pensacola, New Orleans.
- c. Battles—Horseshoe Bend, Fort Mimms, New Orleans.

**NAVAL WARFARE.**

- a. Constitution and the Guerriere.
- b. Chesapeake and the Shannon.
- c. Essex on the Pacific.

## MONROE'S ADMINISTRATION, 1817-1825

1. CHARACTER.
2. POLITICAL PREPARATION.
3. SLAVERY.
  - a. Societies.
  - b. Newspapers.
  - c. Liberia.
  - d. Custom in the admission of States
  - e. Missouri Compromise.
4. MANUFACTORIES.
  - a. Kinds.
  - b. Encouragement given.
5. COMMERCE.
  - (a) Kinds.
  - (b) Tariff.
    - (1) Position of New England
    - (2) The South and the West.
6. FLORIDA.
  - a. East.
  - b. West.
  - c. History.
  - d. Purchase.
7. ERA OF GOOD FEELING.
  - a. Monroe's rivals.
  - b. Monroe's tour.
8. MONROE DOCTRINE.
  - a. Holy Alliance.
  - b. West Florida.
  - c. Seminole War.
  - d. Purchase of East Florida.

- e. Spanish-American States.
  - f. Plans of the Russians and English.
  - g. Proclaimed.
  - h. Principles.
  - i. Application.
    - (1) Past.
    - (2) Present.
  - j. Author.
9. PRESIDENTIAL ELECTION.
- a. Candidates.
  - b. Issues.

## JOHN QUINCEY ADAMS' ADMINISTRATION,

1825-1829.

- 1. CHARACTER.
- 2. POLITICAL PREPARATION.
- 3. MANNER OF ELECTION.
- 4. THE PANAMA CONGRESS.
- 5. NEW POLITICAL PARTIES.
  - a. National Republican.
  - b. Anti-Masonic.
- 6 THE FIRST RAILROAD IN THE UNITED STATES.
- 7. THE FIRST TEMPERANCE SOCIETIES.
- 8. TARIFF OF "ABOMINATIONS."
- 9. HIS QUARREL WITH CONGRESS.
- 10. DEATHS OF JOHN ADAMS AND THOMAS JEFFERSON.
- 11. PRESIDENTIAL ELECTION.
  - a. Candidates.
  - b. Issues.

ANDREW JACKSON'S ADMINISTRATION,  
1829-1835.

1. CHARACTER.
2. POLITICAL PREPARATION.
3. THE NEW DEMOCRACY.
  - a. Suffrage.
    - (1) Property qualifications for voting abolished.
    - (2) Elected by popular vote instead of by legislatures, or by executive appointment.
  - b. Rotation in office.
    - (1) State officers.
    - (2) Local officers.
  - c. Partisan Methods.
    - (1) Newspapers, partisan.
    - (2) Gerrymandering.
    - (3) Crawford's Tenure of Office Act.
    - (4) Jackson's removals from office.
4. HIS QUARREL WITH THE UNITED STATES BANK.
  - a. State Banks.
  - b. "Pet" banks.
  - c. Specie circular.
  - d. Land speculation.
  - e. Panic of 1837. (Did not occur until the next administration, but is logically a part of this.)
5. NULLIFICATION OF TARIFF IN SOUTH CAROLINA.
  - a. Action of Jackson.
  - b. Webster-Hayne debate.
6. INDUSTRIAL CONDITIONS.
  - a. Use of coal.
  - b. Use of edged tools.

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- c. Establishment of mills.
- d. Steamships.
- e. Digging of canals and improvement of harbors.
- f. Growth in railroad building.
- 7. JACKSON'S FIGHT WITH CONGRESS.
  - a. Resolution of censure.
- 8. FOREIGN AFFAIRS AND INDIAN TROUBLES.
  - a. Great Britain and West Indies trade.
  - b. The French spoliation claim settled.
  - c. The revolution in Texas.
  - d. The five civilized Indian tribes.
  - e. The settlement of the Oregon country.
- 9. PRESIDENTIAL ELECTION.
  - a. Candidates.
  - b. Issues.

VAN BUREN'S ADMINISTRATION, 1837-1841.

- 1. HIS CHARACTER.
- 2. POLITICAL PREPARATION.
- 3. THE SUB-TREASURY SYSTEM.
- 4. THE PATRIOT WAR.
- 5. PRESIDENTIAL ELECTION.
  - a. Candidates.
  - b. Issues.

HARRISON-TYLER ADMINISTRATION, 1841-1845.

- 1. CHARACTER.
- 2. POLITICAL PREPARATION.
- 3. DEATH OF HARRISON AND TYLER'S SUCCESSION TO THE PRESIDENCY.

4. TYLER'S QUARREL WITH CONGRESS.
  - a. The tariff.
  - b. The fiscal bank bill.
5. INTERNAL DISTURBANCES.
  - a. Anti-rent disturbances in New York.
  - b. Dorr's Rebellion.
6. NORTHEAST BOUNDARY QUESTION.
7. ANNEXATION OF TEXAS.
8. PRESIDENTIAL ELECTION.
  - a. Candidates.
  - b. Issues.

### POLK'S ADMINISTRATION, 1845-1849.

1. CHARACTER.
2. POLITICAL PREPARATION.
3. THE WORK OF CONGRESS.
  - a. The independent treasury system readopted.
  - b. The tariff law was re-enacted.
4. THE OREGON QUESTION.
  - a. Claim of,
    - (1) Russia.
    - (2) Spain.
    - (3) United States.
    - (4) England.
  - b. Boundaries.
  - c. Joint occupancy.
  - d. How acquired.
5. THE MEXICAN WAR.

6. THE WILMOT PROVISIO.
  - a. Financial element.
  - b. Slavery.
7. PRESIDENTIAL ELECTION.
  - a. Candidates.
  - b. Issues.

## MEXICAN WAR.

1. CAUSES.
  - a. Annexation of Texas.
  - b. Claims for the destruction of property of Americans.
  - c. Disputed boundary claims.
  - d. Desire by United States for expansion toward the Pacific Coast.
2. CAMPAIGNS.
  - a. Taylor from the North.
  - b. Scott from the East.
  - c. Kearny to New Mexico.
  - d. Fremont in California.
3. RESULTS.
  - a. Trained generals and an army for the Civil War.
  - b. Gained a long coast line on the Pacific.
  - c. Revived an interest in the Isthmian Canal.
  - d. Stirred up anew the slavery question.
  - e. Caused a large immigration to Pacific Coast.

## CAMPAIGNS.

- TAYLOR'S CAMPAIGN. Invaded Mexico from the north. Base of supplies at Point Isabel.
- a. Rivers—Neuces, Rio Grande.



- b. Battles—Palo Alto, Resaca de la Palma, Monterey, Buena Vista.

SCOTT'S CAMPAIGN. Invades Mexico from the east  
Base of supplies Vera Cruz.

- a. Cities—Mexico.

- b. Battles—Cerro Gordo and the City of Mexico.

KEARNEY'S JOURNEY FROM FORT LEAVENWORTH,  
KANSAS, TO SANTIAGO, CALIFORNIA, BY WAY OF  
SANTA FE, NEW MEXICO.

FREMONT IN CALIFORNIA.

- a. Cities—Sacramento, Sonoma, San Francisco, Monterey, Los Angeles.

## TAYLOR-FILLMORE ADMINISTRATION.

1849-1853.

1. CHARACTER.
2. POLITICAL PREPARATION.
3. DEATH OF TAYLOR AND FILLMORE'S SUCCESSION TO THE PRESIDENCY.
4. PACIFIC COAST COMMERCE.
  - a. With the miners of California.
  - b. With the Hawaiian Islands.
  - c. With China.
  - d. With Japan.
5. NEW POLITICAL PARTIES.
  - a. Barn-burners.
  - b. Dough faces.
  - c. Liberty.
  - d. Free soil.
  - e. Know-nothing.

6. COMPROMISE OF 1850.
7. ATTEMPTS OF UNITED STATES TO SECURE CUBA.
  - a. Filibustering expedition of Lopez.
  - b. Ostend manifesto. (1854.)
  - c. The Black Warrior incident.
8. DEATH OF WEBSTER, CLAY AND CALHOUN, AND THE BEGINNING OF A NEW POLITICAL ERA.
9. PRESIDENTIAL ELECTION.
  - a. Candidates.
  - b. Issues.

PIERCE, 1853-1857.

1. CHARACTER.
2. POLITICAL PREPARATION.
3. THE GADSDEN PURCHASE.
4. OSTEND MANIFESTO.
5. KANSAS-NEBRASKA BILL.
6. CIVIL WAR IN KANSAS.
7. WORLD'S FAIR AT NEW YORK.
8. PRESIDENTIAL ELECTION.
  - a. Candidates.
  - b. Issues.

BUCHANAN, 1857-1861.

1. CHARACTER.
2. POLITICAL PREPARATION.
3. DRED SCOTT DECISION.
4. PANIC OF 1857.
5. DISCOVERY OF SILVER IN NEVADA.
6. DISCOVERY OF PETROLEUM AND NATURAL GAS IN PENNSYLVANIA.

7. THE LINCOLN-DOUGLAS DEBATE.
8. LAYING OF THE ATLANTIC CABLE.
9. JOHN BROWN'S RAID.
10. RELIGIOUS REVIVAL OF 1857.
11. PRESIDENTIAL ELECTION.
  - a. Candidates.
  - b. Issues.

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Story of Our English Grandfathers (Brown), Public School Pub. Co. ....	.75
Lads and Lassies of Other Days (Price), Silver, Burdett & Co.	

## **Chapter XII.**

### **MATERIALS—CONTINUED.**

#### **EIGHTH GRADE.**

##### **LINCOLN-JOHNSON, 1861-1869.**

These administrations are so much a part of the Civil War and Reconstruction which followed, that they are treated with instead of apart from them.

#### **CIVIL WAR.**

##### **I. CAUSES.**

- a. Different interpretations placed on Constitution by the North and South.
- b. Slavery, or different systems of labor at the North and South.
- c. Lack of intercourse between the North and the South.
- d. Sectional publications.

##### **2. GRIEVANCES.**

- a. Southern.
  - (1) The tariff.
  - (2) Northern Interpretation of the Constitution.
  - (3) Northern opposition to slavery.
  - (4) The growth of slavery stopped by refusal to admit any more slave states.
  - (5) Lincoln's election a sectional victory.
- b. Northern.
  - (1) The South forced the annexation of slave territory.
  - (2) The South suppressed free speech and free press.
  - (3) South Carolina Act (1820) against Free Negroes.

- (4) The Kansas trouble.
  - (5) The slave power controlled the Supreme Court, Senate, House, and President since 1829, (with two exceptions).
  - (6) That the South entertained ideas of secession.
3. RELATIVE STRENGTH OF THE TWO SECTIONS.
- a. Armies.
    - (1) The North; not a military people. During the whole war 2,500,000 men enlisted, mainly State militia; volunteers; drafted. Population 19,500,000.
    - (2) The South; men accustomed to outdoor life and firearms; commanders trained at West Point and in Mexican War; 1,230,000 men enlisted. Population 9,000,000, including 3,500,000 slaves.
    - (3) The neutral states had a population of about 3,000,000.
  - b. Navy.
    - (1) The North; small and scattered; only two vessels at home for defense; blockade extended 3,000 miles; 600 vessels needed.
    - (2) The South; all the navy yards in United States were in the South, and were seized, together with the ships in them, by the South.
    - (3) About one-third of the naval officers joined the South; privateers commissioned; built blockade runners and ships for coast defense.

- c. Finances.
  - (1) The North; an empty treasury; money obtained by a tariff, internal revenue bonds, treasury notes, National Banks.
  - (2) The South; for a time issued treasury notes and bonds.
- d. States.
  - (1) Seceding—Virginia, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana, Texas, Tennessee, Arkansas.
  - (2) Neutral—Kentucky, Delaware, Maryland, Missouri.
  - (3) Union—All others.
- e. Men.
  - (1) The North had most of the skilled labor; most of the manufactories; fought an offensive war.
- e. Evil influences of demagogues.
  - (2) The South had no manufactories and few skilled laborers, but had negroes at home to work, so all able-bodied men could go to the war. The South was fighting a defensive war.
- f. Attitude of foreign powers toward—
  - (1) The North.
  - (2) The South.
- 4. PLAN.
  - a. Open up the Mississippi River.
  - b. Cut the Confederacy in two.
  - c. Blockade the Southern ports.
  - d. Capture of Richmond.

### OPENING UP THE MISSISSIPPI.

- I. GEOGRAPHY—Locate
  - a. Rivers: Mississippi, Tennessee, Ohio.
  - b. Cities: St. Louis, Louisville, Chattanooga, Nashville, Memphis.
  - c. Battles: Henry, Donelson, Shiloh, Perryville, Iuka and Corinth, Murfreesboro, Knoxville, Cumberland Gap.
2. CAMPAIGNS IN TENNESSEE.
  - a. Grant against Forts Henry and Donelson.
  - b. Bragg against Louisville, Kentucky.
  - c. Grant against Iuka, Corinth and Vicksburg.
  - d. Rosecrans against Chattanooga.
3. CAMPAIGN AGAINST NEW ORLEANS.
  - a. Cities: New Orleans, Baton Rouge.
  - b. Forts: Jackson, Ft. Philip, Port Hudson.
4. GRANT'S SECOND CAMPAIGN AGAINST VICKSBURG.  
(Page 207.)

### CUTTING THE CONFEDERACY IN TWO, FROM CHATTANOOGA TO SAVANNAH.

- I. GEOGRAPHY.
  - a. Cities: Chattanooga, Meridian, Savannah, Charleston, Nashville, Knoxville, Columbia, Milledgeville.
  - b. Battles: Chattanooga, Chickamauga, Atlanta, Nashville, Ft. McAlister, Savannah, Columbia, Bentonville.

### BLOCKADING THE SOUTHERN PORTS.

- I. 1861.
  - a. Ft. Sumter.
  - b. Port Royal, S. C.
  - c. The Trent Affair.



2. 1862.
  - a. Roanoke Island.
  - b. Merrimac and Monitor.
  - c. New Bern.
  - d. Fort Pulaski.
  - e. New Orleans.
  - f. Beaufort, N. C.
3. 1864.
  - a. Mobile.
  - b. Ft. McAlister.
  - c. Fort Fisher.
  - d. Charleston, S. C.
4. CONFEDERATE CRUISERS.
  - a. Alabama.
  - b. Shenandoah.
  - c. Florida.

### CAPTURE OF RICHMOND.

1. PENINSULAR CAMPAIGN.
  - a. Rivers: York, Chickahominy, James, Potomac.
  - b. Cities: Washington, Yorktown, Williamsburg, Richmond, Petersburg, Fredericksburg, White House Landing.
  - c. Battles: Yorktown, Seven Days, Malvern Hill. Jackson in the Shenandoah Valley.
2. CAMPAIGN AGAINST POPE.
  - a. Rivers: Rapidan, Acquia Creek.
  - b. Mountains: Cedar, Thoroughfare Gap.
  - c. Battles: Cedar Mountains, Second Battle of Bull Run.

3. LEE'S INVASION OF MARYLAND.
  - a. Mountains: South.
  - b. Cities: Harpers Ferry, Sharpsburg, Washington, D. C.
  - c. Battles: Antietam, Fredericksburg, Chancellorsville.
4. LEE'S INVASION OF THE NORTH.
  - a. Mountains: Blue Ridge, South Mountain.
  - b. Cities: Chambersburg, Philadelphia, Harrisburg.
  - c. Battles: Gettysburg.
5. GRANT'S CAMPAIGN.
  - a. Cities: Richmond, Petersburg, Fredericksburg.
  - b. Battles: Wilderness, Spottsylvania, North Anna, Cold Harbor, Petersburg, Early's Raid, Sheridan's Raid, Fort Steadman, Five Forks, Appomattox.

## RESULTS.

1. INDUSTRIAL.
  - a. Slavery.
  - b. Lives Lost.
    - (1) The North.
    - (2) The South.
  - c. Financial.
    - (1) The North.
    - (2) The South.
2. POLITICAL.
  - a. State sovereignty.
  - b. Condition of the governments in Southern States.
  - c. The Union.
3. SOCIAL.
  - a. The Southern Aristocracy.
  - b. The Poor White.
  - c. The Negro.

## 4. MORAL EFFECTS.

- a. The North.
- b. The South.
- c. Work of the Sanitary Commission.
- d. Work of the Christian Commission.

## RECONSTRUCTION.

## 1. THEORIES OF THE CONDITION OF THE SECEDING STATES.

- a. Were they out or still in the Union?
- b. Had their governments been destroyed or temporarily overthrown?
- c. Were they to be treated as states or territories?\*

## 2. THEORIES AS TO WHICH DEPARTMENT OF GOVERNMENT WAS TO RECONSTRUCT THE STATES.

- a. Executive.
- b. Congressional.
- c. Supreme Court View.

## 3. PLANS.

- a. Presidential.
  - (1) Recognition of certain state governments.
  - (2) Provisional governors appointed.
  - (3) State conventions called.
  - (4) Ordinance of secession repealed.
  - (5) Southern war debt repudiated and national assumed.
  - (6) Loyal state governments formed.
  - (7) Thirteenth Amendment ratified by the State.
- b. Congressional.
  - (1) Thirteenth and Fourteenth Amendments to be ratified.

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\*See Hart's Essentials in American History.

- (2) Provisional state governors appointed.
- (3) State governments to be formed by citizens who had been loyal to the Union.
- (4) Repudiated the Southern War debt.
- (5) Repealed the ordinance of secession.
- 4. RECONSTRUCTION MEASURES.
  - a. The Freedmen's Bureau.
  - b. The Civil Rights Bill.
  - c. The Tenure of Office Acts.
  - d. The Military Reconstruction Act.
- 5. RESULTS.
  - a. Impeachment of the President.
  - b. "Carpetbagger," "Scalawag" and Negro in control of state governments of the South.
  - c. States hopelessly in debt.
  - d. Ku-Klux-Klan organized.
  - e. The Force Bill of 1870.

### GRANT—1869-1877.

- 1. HIS CHARACTER.
- 2. POLITICAL PREPARATION.
- 3. COMPLETION OF THE PACIFIC RAILROAD.
- 4. PANIC OF 1873.
- 5. GREAT FIRES.
  - a. Chicago.
  - b. Boston.
- 6. INDIAN WARS.
  - a. Modoc.
  - b. Sioux.
- 7. POLITICAL RINGS.
  - a. Tweed
  - b. Whiskey.

- c. Credit Mobilier.
- d. The Erie Railroad.
- e. Custom House.
- f. Indian Bureau.
- g. The Salary Grab Act.
- 8. THE TREATY OF WASHINGTON.
- 9. THE CENTENNIAL EXPOSITION.
- 10. INVENTION OF THE TELEPHONE.
- 11. THE JOINT ELECTORAL COMMISSION.
- 12. PRESIDENTIAL ELECTION.
  - a. Candidates.
  - b. Issues.

About this time the nation enters upon a new era in the manner of conducting business, and the government exercises a larger power in aiding and controlling all kinds of commercial enterprises, and here is a good place to call attention in a general way to "Legislative Law." Among laws to be noted are: The Interstate Commerce Act; the improvement of waterways; control of railways; the public lands; timber lands; water rights and water power; reclamation services and forest reserves, postoffice, weather bureau, etc.

#### HAYES—1877-1881.

- 1. CHARACTER.
- 2. POLITICAL PREPARATION.
- 3. RAILROAD AND COAL STRIKES.
- 4. DEEPENING OF THE MOUTH OF THE MISSISSIPPI.
- 5. WITHDRAW U. S. TROOPS FROM THE SOUTH.
- 6. INVENTION OF THE PHONOGRAPH.
- 7. INTRODUCTION OF THE ELECTRIC LIGHT.
- 8. PRESIDENTIAL ELECTION.
  - a. Candidates.
  - b. Issues.

GARFIELD-ARTHUR—1881-1885.

1. CHARACTER.
2. POLITICAL PREPARATION.
3. THE EDMONDS LAW AGAINST POLYGAMY.
4. THE CHINESE EXCLUSION ACT.
5. GREAT FLOOD IN MISSISSIPPI VALLEY.
6. THE NEW ORLEANS EXPOSITION.
7. GREELEY ARCTIC EXPEDITION.
8. SPLIT IN THE REPUBLICAN PARTY.
9. COMPLETION OF THE NORTHERN PACIFIC RAILROAD.
10. STANDARD TIME ADOPTED.
11. COMPLETION OF THE EAST RIVER SUSPENSION BRIDGE.
12. PRESIDENTIAL ELECTION.
  - a. Candidates.
  - b. Issues.

CLEVELAND—1885-1889.

1. CHARACTER.
2. POLITICAL PREPARATION.
3. HAYMARKET RIOTS IN CHICAGO.
4. PRESIDENTIAL SUCCESSION LAW.
5. ELECTORAL COUNT ACT.
6. INTERSTATE COMMERCE ACT.
7. EDMUNDS-TUCKER ACT.
8. CHINESE IMMIGRATION ACT.
9. FORFEITED LAND GRANTS.
10. CATTLE KINGS REMOVED FROM INDIAN RESERVATIONS.
11. THE BUILDING OF A NEW NAVY.
12. EARTHQUAKE AT CHARLESTON, S. C.
13. THE WORK OF THE FISHERIES COMMISSION.

14. THE STATUE OF LIBERTY ERECTED IN NEW YORK HARBOR.
15. THE FRAMING OF NEW STATE CONSTITUTIONS.
16. THE AUSTRALIAN BALLOT INTRODUCED IN SOME OF THE STATES.
17. PRESIDENTIAL ELECTION.
  - a. Candidates.
  - b. Issues.

BENJAMIN HARRISON—1889-1893.

1. CHARACTER.
2. POLITICAL PREPARATION.
3. OPENING OF OKLAHOMA.
4. JOHNSTOWN FLOOD.
5. PAN-AMERICAN CONGRESS AND RECIPROCITY.
6. FORMATION OF THE PEOPLE'S PARTY.
7. HOMESTEAD STRIKE.
8. PRESIDENTIAL ELECTION.
  - a. Candidates.
  - b. Issues.

CLEVELAND (Second Term)—1893-1897.

1. WORLD'S FAIR AT CHICAGO.
2. PANIC OF 1893.
3. HAWAIIAN REVOLUTION.
4. VENEZUELAN MESSAGE.
5. COXEY'S ARMY.
6. THE ATLANTA COTTON EXPOSITION.
7. THE BEHRING SEA TROUBLE.
8. GREAT RAILROAD STRIKES.

9. PRESIDENTIAL ELECTION.
  - a. Candidates.
  - b. Issues.

WILLIAM McKINLEY—1897-1901.

1. CHARACTER.
2. POLITICAL PREPARATION.
3. SPANISH-AMERICAN WAR. (See page 177.)
4. ANNEXATION OF HAWAIIAN ISLANDS.
5. TROUBLES IN CHINA AND THE "OPEN DOOR POLICY."
6. DISCOVERY OF GOLD IN ALASKA.
7. BOUNDARY DISPUTE WITH CANADA.
8. DISCOVERY OF THE X-RAY AND WIRELESS TELEGRAPHY.
9. LOUISIANA PURCHASE EXPOSITION.
10. PRESIDENTIAL ELECTION.
  - a. Candidates.
  - b. Issues.

THE SPANISH-AMERICAN WAR.

CAUSES.

- a. Spanish misgovernment of Cuba.
- b. Loss of American property in Cuba.
- c. Cost to United States to prevent filibustering expeditions.
- d. Sympathy for the Cubans.
- e. Blowing up of the Maine.

CAMPAIGNS.

- a. Naval.
  - (1) Southern Coast of Cuba.
  - (2) Manilla Bay.



- b. Land.
  - (1) Against Santiago.
  - (2) Against Porto Rico.
- (3) Capture of Manila.

**RESULTS.**

- a. Territorial.
- b. Industrial.
  - (1) Panama Canal.
  - (2) New Products from the islands.
- c. Educational.
  - (1) Teachers furnished islands at government expense.
  - (2) Teachers placed on civil service list of employes.
- d. Moral.
  - (1) Millions spent by U. S. Government in the moral betterment of the people in Cuba, Porto Rico and the Philippine Islands.
- e. Political.
  - (1) Expansion.
  - (2) Insular Government.

**THE UNITED STATES A WORLD POWER.**

The annexation of Hawaii; the acquisition of the Philippine Islands; the successful diplomatic work of the Secretary of State Hay in his "open door" policy in China; and other great movements caused the United States to be recognized as a world power and enabled it to enter upon work commensurate with such recognition. Hence, some of these larger questions like the construction of the Panama Canal, the Philippine question, the rise of the Japanese na-

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tion, etc., should be taken up by the class and studied in detail.

ROOSEVELT—1901-1909.

1. CHARACTER.
2. POLITICAL PREPARATION.
3. GREAT ANTHRACITE COAL STRIKE.
4. PACIFIC CABLE LAID.
5. PANAMA CANAL.
6. CLOSE OF THE RUSSIAN-JAPANESE WAR.
7. RECLAMATION SERVICE.
8. FOREST RESERVES.
9. EARTHQUAKE AND FIRE IN SAN FRANCISCO.
10. LEWIS AND CLARK EXPOSITION AT PORTLAND.
11. PRESIDENTIAL ELECTION.
  - a. Candidates.
  - b. Issues.

TAFT—1909.

1. CHARACTER.
2. POLITICAL PREPARATION.
3. ALASKA-YUKON-PACIFIC EXPOSITION.
4. PAYNE TARIFF BILL.

TOPICS FOR INDIVIDUAL ASSIGNMENTS OR INTENSIVE STUDY BY THE CLASS.

WASHINGTON'S ADMINISTRATION.

Development of West.

ADAMS' ADMINISTRATION.

Trouble with France.

Alien and Sedition Laws.

Virginia and Kentucky Resolutions.

**JEFFERSON'S ADMINISTRATION.**

Lewis and Clarke Expedition.

Cumberland Road.

**MONROE'S ADMINISTRATION.**

Monroe Doctrine.

The Floridas.

The Missouri Compromise.

**J. Q. ADAMS' ADMINISTRATION.**

Panama Congress.

Revolt of Spanish-American Colonies.

Erie Canal.

Method of Nominating the President.

**JACKSON'S ADMINISTRATION.**

Spoils System.

United States and State Bank.

Anti-Slavery Movement.

Industrial Conditions.

**VAN BUREN'S ADMINISTRATION.**

Sub-Treasury System.

Patriot War.

**HARRISON'S ADMINISTRATION.**

Dorr Rebellion and Anti-Rent Difficulties.

Morse Telegraph.

**POLK'S ADMINISTRATION.**

Texas.

The Oregon Question.

**PIERCE'S ADMINISTRATION.**

Treaty with Japan.

World's Fair in New York.

Development of the Prairie States.

BUCHANAN'S ADMINISTRATION.

- Discovery of Silver in Nevada.
- Discovery of Petroleum in Pennsylvania.
- Laying Atlantic Cable.

LINCOLN'S ADMINISTRATION.

- Review of Slavery Question.
- State Rights.

GRANT'S ADMINISTRATION.

- Completion of Pacific Railroad.
- Treaty of Washington.
- The Telephone.
- Centennial Exposition.

HAYES' ADMINISTRATION.

- Withdrawal of Troops from South.
- Deepening the Mouth of Mississippi.
- The Electric Light.
- Financial Problems.

GARFIELD'S ADMINISTRATION.

- Chinese Exclusion Act.
- New Orleans Exposition.
- Completion of Northern Pacific Railroad.
- Civil Service Reform.
- Standard Time Adopted.

CLEVELAND'S ADMINISTRATION.

- Interstate Commerce Act.
- Cattle Kings Removed from Indian Reservation.
- The Australian Ballot.
- The Building of a New Navy.

HARRISON'S ADMINISTRATION.

- Pan-American Congress and Reciprocity.
- Homestead Strikes.
- Opening of Oklahoma.

## CLEVELAND'S SECOND ADMINISTRATION.

World's Fair at Chicago.

Atlanta Exposition.

## McKINLEY'S ADMINISTRATION.

Annexation of Hawaiian Islands.

Discovery of X-Ray and Wireless Telegraphy.

Discovery of Gold in Alaska.

Open-Door Policy in China.

## ROOSEVELT'S ADMINISTRATION.

Laying of Pacific Cable.

Panama Canal.

Reclamation Service.

Earthquake in San Francisco.

## TAFT'S ADMINISTRATION.

Growth of the great humanitarian movements; treatment of convicts; juvenile courts; indeterminate sentences of prisoners; child labor laws; safety appliances for employes on railroads and in mills and factories.

New Educational Methods. Introduction of the study of agriculture in the rural schools; of manual training and domestic science and art in the grades; business courses and work to fit for trades in the secondary schools; a larger use of electives in the colleges and universities.

Movement to improve social conditions in country life.

## TOPICS AND TYPES OF WORK FOR INTENSIVE STUDY.

## WARS.

Wars represent action, movement, contests, chance, self-sacrifice, unselfishness, patriotism, charity and willingness to suffer for what is thought to be the right.

Too many details should not be insisted upon, as the exact number of men engaged, slain or captured, the names of minor officers and their position in battle. The all-important questions are, what was accomplished and how it was done. Wars should be studied with reference to causes, plans, campaigns, leaders and results. Only place and casual relations of battles or campaigns should be noticed. Lexington, Bunker Hill and Dorchester Heights are all incidents in driving the British out of Boston, and it is of little importance whether these battles occurred in the same or different years; and the battles of Forts Henry and Donaldson, Perryville, the Vicksburg expedition, are all a part of the general plan to open up the Mississippi, although they occurred in different years.

In the actual operation of war there are three parts: the battle, the campaign or the plan, and the object. McClellan and Grant each conducted a campaign against Richmond. The former planned to reach the city by water and the latter by land; each fought a certain number of battles and there were certain results in each case. The battles are only incidents in the campaign and the campaign is only a means to accomplish a certain result. A knowledge of the battles is of less importance than that of the campaign and the latter of less importance than that of the object for which it is waged.

Now and then, however, the battle is of such transcendent importance as to warrant the teacher in dwelling upon it at some length in that it is what is termed a "decisive" battle. Such was the battle of Saratoga in the War of the American Revolution, or Gettysburg in the Civil War, but ordinarily a battle is only an incident, a part of something more important and should be treated as such.

If a battle is of sufficient importance to justify a detailed study of it, a good diagram should be placed on the board or the children should be required to study the one usually found in the text book; while in the case of campaigns a good map is indispensable. The pupils should be required to fill out their own in some historic note book, and the teacher should have a large map to which all may refer in the recitation.

#### DIVISIONS OF AN ARMY.

1. COMPANY—Composed of 100 men, commanded by a Captain.
2. REGIMENT—Composed of 12 companies, commanded by a Colonel.
3. BRIGADE—Composed of 3 regiments, commanded by a Brigadier-General.
4. DEPARTMENT—Composed of one or more brigades, commanded by a Major-General.
5. AN ARMY—Composed of one or more departments, commanded by a Lieutenant-General or a General.
6. MILITARY TERMS.
  - a. Rebellion.
  - b. Revolution.
  - c. Belligerent.
  - d. Neutral.
  - e. Combatants.
  - f. Non-combatants.
  - g. Siege.
  - h. Capitulate.
  - i. Truce.

- j. Letters of Marque and Reprisal.
- k. Blockade.
- l. Paper Blockade.
- m. Protocol
- n. Arbitration.
- o. Treaty.

### TYPE LESSON FOR A BATTLE.

#### SUBJECT MATTER—BATTLE OF BUNKER HILL.

##### I. GEOGRAPHY.

###### a. General.

- (1) Concord.
- (2) Lexington.
- (3) Boston.
- (4) Charlestown.
- (5) Dorchester Heights.
- (6) Ticonderoga and Crown Point.
- (7) Cambridge.
- (8) Charles River.
- (9) Mystic River.

###### b. Specific.

- (1) Breed's Hill.
- (2) Bunker Hill.
- (3) Charlestown.
- (4) Location of each army.



2. OBJECT.
  - a. American army.
  - b. British army.
3. SIZE, CHARACTER AND COMMANDING GENERAL IN EACH ARMY.
4. DETAILS OF THE BATTLE (General).
  - a. Attack of each army.
  - b. Defense of each army.
5. RESULTS.
  - a. Number captured or killed in each army.
  - b. Places captured or lost by each army.
  - c. Property or munitions of war captured.
  - d. Moral effect on each army.

**PREPARATION :**

- a. What was the result of the Battle of Lexington?
- b. Who were the Minute Men?
- c. What were the committees of correspondence?
- d. What was the committee of safety?
- e. How did the Americans raise an army?
- f. How did they support it?
- g. Where did they get their arms?
- h. Locate each of the places mentioned under "general" in geography.

**PRESENTATION :**

- a. Locate each of the places mentioned under "specific."
- b. Why did the American army collect at Boston?
- c. Why did it fortify Breed's Hill?
- d. Where was the main army located?
- e. Where was the British army located?

- i. Why did it wish to drive the American army from Breed's Hill?
- g. How could it reach Breed's Hill?
- h. How large was the American army and by whom commanded?
- i. How large was the British army and by whom commanded?
- j. How did the British get from Boston to Bunker Hill?
- k. Why was Charlestown burned?
- l. How did the Americans defend themselves?
- m. Describe briefly the attack by the British.
- n. Why did the Americans retreat?
- o. How many were lost by each army?
- p. How did each army feel over the results of the battle?

#### VICKSBURG CAMPAIGN.

##### PREPARATION.

- a. The capture of Forts Henry and Donaldson had opened up the Mississippi north of Vicksburg, and the capture of New Orleans had opened it up south of Port Hudson. These two strongly fortified places located 200 miles apart were the only places left the Confederates on the river.
- b. Through this gap Texas furnished the Confederacy large supplies of beef and grain, and Louisiana furnished large quantities of sugar.
- c. The Confederate ports were now nearly all closed, but munitions of war from Europe could be received through Mexico and Texas.

- d. Mississippi was Jefferson Davis' home. Here was located his plantation and here lived his friends and former neighbors.
- e. The three most important places now left to the Confederacy were Richmond, Vicksburg and Chattanooga.\*

\*Rhodes U. S. History. Vol. IV.

**PRESENTATION :**

**GEOGRAPHY.**

- a. General.
  - (1) Memphis.
  - (2) Holly Springs.
  - (3) Jackson.
  - (4) Chattanooga.
  - (5) Vicksburg.
- b. Specific.
  - (1) Haynes Bluff.
  - (2) Grand Gulf—Grant's base of supplies.
  - (3) Bruinsburg.
  - (4) Port Gibson.
  - (5) Jackson.
  - (6) Champions Hill.
  - (7) Big Black River.
  - (8) Walnut Hills.
  - (9) Vicksburg.
  - (10) Mississippi River.
  - (11) Railroads :
    - (a) Jackson to Memphis.
    - (b) Jackson to Vicksburg.
    - (c) Jackson to Meridian.
    - (d) Meridian to Corinth.

2. GENERAL PLAN.
  - a. Base of supplies.
  - b. Routes.
    - (1) Land.
    - (2) Water.
  - c. Size of army and commanders.
3. DETAILS.
  - a. Mobilizing of the army.
  - b. Battles fought, gains and losses in each case.
4. RESULTS.
  - a. Gains and losses in men, munitions of war and territory.
5. MORAL EFFECT (encouraging or discouraging).
  - a. On the army.
  - b. On the country.

## DEVELOPMENT OF THE SUBJECT OF SLAVERY.

1. ORIGIN.
2. EUROPEAN.
  - a. White.
    - (1) Nobility.
    - (2) Freeman.
    - (3) Peasant.
    - (4) Serf.
  - b. Negro.
    - (1) Freedom or emancipation of.
3. AMERICAN.
  - a. White.
    - (1) Indented.
    - (2) Apprenticed.

- b. Negro.
  - (1) Introduction.
  - (2) Spread.
  - (3) Sectionalization.
- 4. SLAVE LEGISLATION.
  - a. Northwest Territory.
  - b. Constitution.
  - c. Purchase of Louisiana.
  - d. Purchase of Florida.
  - e. Missouri Compromise.
  - f. Texas.
  - g. Mexican War.
  - h. Wilmot Proviso.
  - i. Compromise of 1850.
  - j. Personal Liberty Bills.
  - k. Kansas-Nebraska Bill.
  - l. Dred Scott Decision.
  - m. John Brown's Raid.
- 5. ANTI-SLAVERY METHODS.
  - a. Abolition Societies.
  - b. Abolition Literature.
    - (1) Newspapers.
    - (2) Uncle Tom's Cabin.
    - (3) Helper's "Impending Crisis."
  - c. Petitions.
  - d. Divisions in the church.
- 6. PRO-SLAVERY METHODS.
  - a. Equal power in government.
  - b. Acquisition of slave territory.
  - c. Threats of secession.
  - d. Gag rule.

7. TREATMENT OF THE SLAVE.
  - a. Labor.
  - b. Clothing.
  - c. Food.
8. THE MORAL INFLUENCE.
  - a. On the family life.
  - b. Industrial life.
  - c. Political life.
  - d. Social life.
9. THE NEGRO QUESTION OF TODAY.
  - a. Industrial.
  - b. Political.
  - c. Educational.
  - d. Social.
10. THE BLACK BELT.

Comprises the States of Georgia, Alabama, Mississippi, Florida and Texas.

### SECESSION.

1. Nation weak under the Confederation because the States were sovereign.
2. Threatened by the States west of the Alleghany Mountains if the Mississippi River were closed.
3. Washington in his Farewell Address warned the people against some of the States seceding.
4. Adams and Jefferson thought the country too large to remain one nation.
5. Quincy of Massachusetts threatened secession if Louisiana were admitted.
6. Burr's conspiracy was to take the Southwestern States and annex them to Mexico.

7. The delegates to the Hartford Convention were accused of plotting for secession of the New England States.
8. The Missouri Compromise caused much excitement between slave and free States.
9. Webster in 1832 thought that the South planned to secede.
10. Hayne argued for the right of secession.
11. South Carolina threatened to secede if the Tariff Act were enforced in 1832.
12. There were threats of secession when California was admitted as a free State.
13. South Carolina secedes.

### COMMERCIAL GEOGRAPHY.

Commercial Geography treats of the routes, either by land or water, along which emigration or commerce goes, and includes trails, roads, railroads, or routes on the water, and should be described by naming the beginning and terminal points, countries, including states or nations; mountain passes through which it goes or bodies of water to be traversed.

1. ROADS.
  - a. Cumberland.
  - b. Boone's.
  - c. Wilderness.
  - d. Braddock's.
2. TRANS-ALLEGHANY ROUTES.
  - a. Hudson-Mohawk, to the Northwest.
  - b. Potomac-Monongahela to the Northwest.

- c. The James-Holston to Tennessee.
- d. The Hudson-Champlain-Richelieu River to Canada.
- e. The Ohio from Pittsburg to the Mississippi.
- 3. TRAILS.
  - a. The Oregon.
  - b. The Santa Fe.
  - c. The Utah.
  - d. Fremont.
  - e. Pike.
  - f. Long.
  - g. Lewis and Clark.
- 4. TRANS-CONTINENTAL RAILROADS.
  - a. Southern Pacific.
  - b. Union Pacific.
  - c. Northern Pacific.
  - d. Santa Fe.

### POLITICAL GEOGRAPHY.

Political geography shows the boundaries of states or nations, of territory gained by treaty or purchase, that included in boundary disputes, or bills passed by Congress, or some great division of the continent showing the political sentiments of the people. It is expressed in topographical terms such as watersheds, mountains, rivers, lakes and parallels of latitude or longitude.

### EXPANSION.

- 1. United States at close of Revolutionary War, bound.
- 2. Louisiana Purchase, bound.



3. Florida Purchase, bound.
  - a. East.
  - b. West.
4. Texas annexed, bound.
  - a. 1846.
  - b. 1850.
5. The Oregon country, bound.
6. Mexican Cession, bound.
7. Gadsden Purchase, bound.
8. Alaska Purchase, bound.
9. Hawaiian Islands, locate.
10. Philippine Islands, locate.
11. Porto Rico, locate.
12. The islands of Guam, Christmas, Baker, Wake, locate.
13. The Canal Zone, locate.
14. Territory included in the Kansas-Nebraska bill, bound.
15. Territory included in New Mexico and Utah in Compromise of 1850, bound.
16. The Northwest Territory, bound.
17. NAME,
  - a. The seceding States in the Civil War.
  - b. The Union States in the Civil War.
  - c. The neutral States in the Civil War.
18. BOUNDARY DISPUTES.
  - a. Northeast.
  - b. Northwest, 1846-1872.
  - c. Alaska, 1903.
19. LINES DIVIDING FREE AND SLAVE STATES.
  - a. Mason and Dixon.
  - b. The Missouri Compromise.

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### REFERENCE BOOKS EIGHTH GRADE.

A Short History of the United States (Channing), MacMillan Co. ....	\$ .90
Essentials of United States History (Mowry), Silver Burdett & Co. ....	
History of the United States (Davidson), Scott, Foresman & Co. ....	.80
A History of the United States (Allen C. Thomas), D. C. Heath & Co. ....	1.00
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The Last Quarter Century in United States (Andrews), Scribner's Sons.	
The Civil War and the Constitution (Burgess), Houghton, Mifflin Co.	
History of Modern Europe (Schwill), Scribner's Sons.	
Leading American Soldiers (Johnston), Henry Holt & Co.	
Readings from English History (J. R. Green), Harper & Bros.	
Eminent Americans (B. J. Lossing), Amer. Book Exchange.	
Outline Study of United States History—1,000 Questions and Answers (Brown and Croft), Courier Print Co.....	.50
The Rough Riders (Roosevelt), Scribner's Sons.....	1.50
Army Life in a Black Regiment (Higginson), Houghton, Mifflin Co. ....	2.00

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# **CIVICS IN THE GRADES**

- 1. COURSE OF STUDY**
- 2. METHODS OF INSTRUCTION**
- 3. BIBLIOGRAPHY**

**“Every phase of life outside of the family circle is public life; and the business of all education is to fit men for public life—that is, life in relation to the social organism.”**





## Preface.

It has been well said that "Civics," [like history, in the grades,] "has only within recent years advanced beyond the stage of utter neglect or perfunctory attention." It is true that a certain amount of time has been given to the study of the Constitution of the United States, but this has oftentimes amounted to little more than the ability to name the qualifications, manner of election and the general powers and duties of the officers of the national government. Little or no attention has been given to the study of government as it is found in the family, the school, the city, the county or the state, or to bring the individual into a realization of his personal responsibility to government wherever found.

In the United States, from the school district to the national government, sovereignty is vested in the individual citizen, yet he has often received far too little practical education and training to fit him properly to exercise his sovereign power. Incidentally much valuable instruction in civics is received by the child everywhere. If he is taught to be obedient at home he will be orderly in school and law-abiding when he leaves it; habits of industry, honesty and truthfulness formed in one place are likely to be practiced in another. But training for citizenship should not be incidental; it should be intentional, purposeful.

The great civic awakening, witnessed in the United States during the last few years, has not diminished the interest in the affairs of the national government, but rather it has widened the scope of the study of government in

general, and the part the individual citizen in particular plays in its administration. Civil government has come to mean citizen government, and this fact is everywhere recognized. A place for the work is being made in the course of study in our best schools; plenty of good books and suitable current literature may be obtained for every grade and there is a public demand for "Civic" education.

Broadly speaking, the material here considered centers around one of the following civil units: (1) the family, (2) the school, (3) the precinct, (4) the county, (5) the city, (6) the state, (7) the nation. The first three topics should come in the first four grades, but beginning with the fifth, one of the remaining topics may be taken up in each of the other grades.

In the book, the author has not attempted to give much material for the study of civics but rather to indicate where it may be obtained and how it is to be presented to the various grades. Again he has emphasized the "Civics" side of the subject, taking it for granted that the teacher will very naturally present the formal academic side. Most of the work here presented is in the form of questions asked, but the period has been used instead of the interrogation point, as the object has been to announce a topic to be studied rather than a question to be answered.

THE AUTHOR.

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# Chapter I.

## FAMILY GOVERNMENT.

Government originated with the family and has always been based upon it. "The purity of the home is regarded as the first concern of all good government," for it is realized that the training received by the child in the home determines the character of the citizenship found in any country.

There are certain fundamental virtues that should early be impressed upon the mind of the child that he may be just and fair to himself and to others in all of his relations with them. Among these are the following groups:

- |                                    |  |
|------------------------------------|--|
| 1. CLEANLINESS:                    | 3. HONESTY:                            |
| 1. Person;                         | 1. Care of his own;                    |
| 2. Clothing;                       | 2. Respect for the property of others; |
| 3. Books, seat room, etc.          | 3. Restoring articles found;           |
| 4. Playground;                     | 4. Care of public property;            |
| 5. Speech;                         | 5. Care of borrowed property;          |
| 6. Thought.                        |  |
| 2. TRUTHFULNESS:                   | 4. KINDNESS:                           |
| 1. Frankness;                      | 1. To companions;                      |
| 2. Candor;                         | 2. To animals;                         |
| 3. Unaffected;                     | 3. To birds;                           |
| 4. Unpretentious;                  | 4. To relatives;                       |
| 5. Reliability;                    | 5. To those in authority;              |
| 6. Exactness in statement;         | 6. Accommodation;                      |
| 7. Not deceptive;                  | 7. Helpfulness.                        |
| 8. Telling whole truth;            |  |
| 9. Not creating wrong impressions. |  |

young are not strongly fixed and they are very responsive and impressionable.

Since family government is largely one of "morals," the duty one owes to another, and "manners," the proper expression of his relations to another, it is needless to say that it should not be taught by a series of talks or recitations on these subjects; but as the occasion arises, and it will daily, the great truths of "morals and manners" should be impressed upon his mind.

Much valuable instruction may be gained from the story of the home life of the early Hebrews, the Greeks, the Romans, the English, the Colonists and the Indian, found in well written books; and current literature has much of interest on children's playgrounds, orphan asylums, juvenile courts, manual training, and domestic science, libraries, fresh air fund, and many other movements in which family government is supplemented by extending public or private assistance.

#### BOOKS OF REFERENCE.\*

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 Elements of Civil Government, Peterson—Parent (23), Child (22), Neighbors (165), Obligation (19), Education (27).  
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 The Government of the U. S., Moses—Parent (330), Child (324), Education (325).

We stumble over the things nearest us.

—Benjamin Harrison.

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\**Figures in parenthesis give page numbers.*

## **Chapter II.**

### **THE SCHOOL.**

The school is not only the most democratic institution in the United States, but it is the place where some of the best training for citizenship may be received, for here the child for twelve years works with others who differ from him financially, socially and in general disposition.

This work naturally falls under the following heads:

#### **THE PUPIL:**

1. Who may attend—school age.
2. Why the pupil should be prompt in obeying all signals.
3. Why punctual and regular in attendance.
4. Why attentive and orderly in conduct.
5. His relation to his fellow pupils, the janitor, and the teachers.
6. The care of his books and of all school property.
7. The child should be shown how he may assist the janitor in keeping the building clean and in beautifying the school grounds.
8. What each pupil should do when an alarm of fire is given.
9. Why the pupil should not copy the work of another.
10. Why the pupil should not "cheat" in recitation or on examination.
11. What are some of the evil results of taking too many subjects or of trying to complete the course of study in too short a time?

**THE PLAYGROUND:**

1. As a rule children should be separated according to age and sex. The large boys engage in "rougher" games than do the older girls, and smaller children should have the less difficult games.
2. There should be many kinds of games and games in which many engage at the same time.
3. There should be rules and officers that all obey.
4. Each pupil may sometimes be required to play in a position which he does not like.
5. When there is any expense each should be given an opportunity to pay his part.
6. The child should be taught to play to win, but to win fairly; to act independently, or in conjunction with others, on his own initiative or in accordance with the suggestion of others.

**THE TEACHER:**

1. Qualification; age, citizenship, educational, moral.
2. Contract, is with whom and how made.
3. Authority over the pupil to punish or suspend.
4. Duty in regard to State course of study, text books (adopted), teachers' institutes, school property and to the community.
5. By whom elected and by whom and how often paid.
6. Necessary steps to be taken to secure salary.
7. How often, to whom, and on what does he report.
8. What is a school register and by whom kept.
9. From whom does a teacher receive a license to teach and by whom and for what reasons may it be revoked?

10. How many grades of certificates granted by (a) the County Board of Education; (b) the State Board of Education.
11. The meaning of (a) Partisan teaching; (b) Sec-tarian teaching.

THE SCHOOL BUILDING:

1. Who authorizes its erection.
2. How and by whom built and furnished.
3. What percent. of the school money must be ex-pended for library purposes.
4. Who cares for the library, (a) during the session of school; (b) during vacation.
5. Who determines whether the books are to be fur-nished by the school or by each individual pupil.
6. Who pays for all property destroyed in or around the building.
7. By whom are the expenses of heating, lighting and caring for the building paid.
8. How may a school building be removed.
9. Why should all unite in keeping the building clean and neat.
10. Why should every school building be provided with automatic ventilation.
11. What are some of the evils of poor ventilation.
12. Why should every school room have good light.

CONTAGIOUS DISEASES:

1. What diseases are considered contagious.
2. Why should one be vaccinated.
3. In case of contagion breaking out in a school what is the duty of:
  - a. The teacher.



- b. The afflicted pupils and other members of his family.
- c. The trustees.
- d. When may the pupils return.
- e. What should be done with the books and articles of clothing used by a pupil afflicted with a contagious disease.
4. What is the cause of the origin and spread of many kinds of contagious diseases.
5. Why should all school children submit to regular medical examinations.
6. What are some of the advantages of a medical examination.
7. How may all children co-operate in maintaining healthful conditions in school.
8. What are some of the advantages of calisthenics, and athletic sports of all kinds.

#### THE TRUSTEES, OR DIRECTORS, OF A SCHOOL DISTRICT:

1. How many; by whom, when and for how long are they elected.
2. Who are the officers of the Board of Trustees.
3. By whom is a vacancy in the board filled.
4. Their power over:
  - a. The teacher.
  - b. The pupils.
  - c. The janitor.
  - d. The school building and grounds.
5. How often and what kinds of meetings.
6. Of whom do they receive and to whom do they make reports.
7. They may be compelled to make what kind of repairs.
8. What kind of men should be chosen for this office.

SCHOOL FUND:

1. Sources:
  - a. School lands—what sections belong to the schools.
  - b. Taxes—regular and special.
  - c. License—kinds.
  - d. Fines and forfeitures—meaning of terms.
  - e. Money received from the sale of estray stock.
2. How often is the money belonging to the schools apportioned:
  - a. By the State official.
  - b. By the County official.
3. On what basis is the fund distributed by:
  - a. The State official.
  - b. The County official.
4. What is the rate of the regular school tax and by whom levied.
5. By whom and for how much is a special tax levied.
6. For what reasons may a district forfeit or lose its school funds.
7. Who is custodian of the school funds.
  - a. In the county.
  - b. In the State.

THE SCHOOL DISTRICT:

1. Kinds:
  - a. Regular.
  - b. Consolidated.
  - c. Other kinds.
2. How and by whom created.
3. It must contain how many children of school age. How many square miles of territory and how many dollars' worth of taxable property.
4. When does a district lapse and what becomes of its property when this occurs.

5. On what conditions may non-resident pupils attend school in a district.
6. When may a school district be divided.
7. What is meant by bonding a district.
8. Who may vote at election authorizing the bonding of a district.
9. Meaning of the terms "free holder," "householder."
10. How are the bonds of a school district sold.
11. What provision must be made for their payment.
12. To whom do school districts usually sell their bonds and what rate of interest do they pay.

#### THE PATRON:

The laws prescribe the maximum and minimum amount of money that is to be levied in each school district and how the money is to be expended, but by far the best service rendered any school by the patrons is voluntary. The tactful teacher will enlist their support in various ways, among which are the following:

1. Parents' meetings:
  - a. What should be the nature of the program.
  - b. How often should the meetings be held.
  - c. What is the best time for holding them.
2. Legal or other holidays:
  - a. Thanksgiving.
  - b. Forefathers' Day.
  - c. Christmas.
  - d. Washington's Birthday.
  - e. Lee's Birthday.
  - f. Lincoln's Birthday.
  - g. Decoration Day.
  - h. Pioneer Day.
  - i. Arbor Day.
  - j. Flag Day.

PROBATION OR TRUANT OFFICER:

1. Between what ages must children attend school.
2. For how long each year must they attend.
3. What are lawful reasons for not attending.
4. What is the penalty for a parent keeping his child out of school without a lawful reason.
5. Whose duty is it to enforce the compulsory school law.
6. How and why should all cooperate with the Truant Officer.
7. Why should not children between certain ages be allowed to work in the factories or the mines.
8. Why should not young boys while in school be allowed to engage in early morning work.

METHOD OF PRESENTATION.

The child should early learn who are the officers of the school and in a general way what authority is exercised by each; his relation to the teacher and to his fellow pupils; who furnishes him a school building and keeps it in condition for his use. In short, the effort should be directed toward getting him to take an intelligent interest in his school environment.

The more difficult topics like the creation of school districts and the source of the school funds may be deferred for consideration until he reaches the upper grades. Some phases of the work may be presented incidentally, others by correlating with other subjects while in the case of still other phases, a certain amount of time may be set apart for their study.

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## **Chapter III.**

### **RURAL LOCAL GOVERNMENT.**

Local government in the rural districts is administered in various ways and under various names. There are the Town, the Township, the Parish, the Precinct, the Hundred, the Manor, etc., but these different plans had a common origin and hence are much alike in their form and method of administration. The family represents the first step in the formation of government; the next is a union of families to form a clan which is the basis of local government as found in the United States.

The ancient German clan selected some spot and established a permanent residence or village. This village was surrounded by a belt of waste land called a mark, or a wall called a tun. Later, the inclosed space was sometimes known as the mark and sometimes as the town.

The people of these separate towns governed themselves by a popular vote expressed at a town meeting.

When the Germans emigrated to England under the names of Angles and Saxons they there re-established their form of local government. After the Norman conquest these towns or townships were ruled by the great French lords and called Manors or dwelling places. The local officers were now responsible to the lord instead of to the people, yet they still retained some of the elements of local self-government.

Before the Normans came, the English had embraced the Christian religion, and the Catholic Church had been

firmly established. The portion of the country controlled by a priest was termed a Parish and it generally coincided in area with the township. In the Church government the people looked to the priest as they did to the lord after the Norman Conquest, so there were developed two forms of local government, one of which was responsible to the people, the other to the lord or priest.

When the English came to America they brought one or the other of these ideas of local government. In the New England colonies it was the old Teutonic idea of a democratic government responsible to the people, while in the South it was the French or church idea of responsibility to one central power. Circumstances still further aided in the development of these two forms of government.

In the North the people came as congregations and to secure religion and political freedom from a central authority. They therefore settled in communities because of common beliefs and for purposes of defense against the Indians, the French and the Dutch. They did not look to the mother country for help or advice of any kind, but relied wholly upon themselves and hence adopted the most democratic form of government, which is the town for local government, and charter for the colony.

In the South the conditions were different. Instead of congregations the colonies were settled by individuals. The form of colonial government was Royal, and the Church was State or Established. The occupation of the people was chiefly farming on large plantations. All of these things militated against the establishment of strong local government, so the Royal form of government was adopted for the State and the Parish and County for local pur-

poses. In both cases authority was obtained from a central government rather than from the people.

The central colonies of Maryland, Delaware, Tennessee, New Jersey and New York had still different systems. In the first two of these colonies, the system of local government was the hundred, which originally meant the union of a sufficient number of townships to furnish one hundred fighting men, but when applied to the colonies it signified a form of government between the township and the county "which enacted by-laws, levied taxes, appointed committees, and often exhibited a vigorous political life." At first the Proprietary colony of Pennsylvania was strongly central in government. Practically all power came either from the colony or the county which was created by it, but as the colony grew in population the people demanded more and more a larger share in government, which was exercised by them in township government.

In New York where government had its origin in the old patroon estates, local government was very strong, but it was not of the democratic kind found in New England, where the people governed. The villages had their assemblies composed of representatives elected by the people who also exercised a limited power in levying taxes and enacting certain by-laws.

The form of local government developed in the Central states was stronger than in the South, but not so strong as in the southern counties and the northern towns. As the western states were settled by emigrants from all sections of the Atlantic coast, the forms of local government differed from each of the kinds mentioned yet contained some of the elements of all.



While it is well to understand the origin of local government, it is not necessary to make a study of the form found in each of the different states, but rather one should make a study of only that found in his own state. The work will be considered under the following heads:

1. Executive offices and officers:
  - a. Qualifications—age, residence, citizenship, etc.
  - b. Manner of election.
  - c. Powers and duties.
  - d. For what reasons the office becomes vacant and how the vacancy is filled.
2. Legislative offices and officers:
  - a. Qualification,—age, residence, citizenship, etc.
  - b. Manner of election.
  - c. Powers and duties.
  - d. For what reasons the office becomes vacant and how the vacancy is filled.
3. Judicial offices and officers:
  - a. Qualifications.
  - b. Manner of election.
  - c. Powers and duties.
  - d. For what reasons the office becomes vacant and how the vacancy is filled.

The forms of local government found in the various states is as follows:

The six New England States and, in a modified form, New York and Wisconsin:

#### THE TOWN.

The officers are:

1. Selectmen.
2. Constable.

3. Clerk.
4. Assessor.
5. Treasurer.
6. School Committee or Board of Education.
7. Highway Commissioners.
8. Pound Master.
9. Fence viewers.
10. Health Officers.
11. Measurers of Wood.
12. Surveyors of Lumber.
13. The people.

In Arkansas, Indiana, Iowa, Kansas, Michigan, Mississippi, Missouri, Montana, New Jersey, North and South Carolina, Ohio, Pennsylvania, North and South Dakota, and in some form Nebraska, Illinois and California, and Oklahoma:

#### THE TOWNSHIP.

The officers are:

1. Supervisors or Trustees.
2. School directors or school trustees.
3. Clerk.
4. Assessor.
5. Tax Collector.
6. Auditors.
7. Justices of the Peace.
8. Constables.
9. Overseers of the poor.
10. The people.

In Alabama, California, Florida, Idaho, Oregon, Washington, Georgia, Kentucky, Virginia, West Virginia, Louisiana, Missouri, Wyoming, Tennessee, Texas:

## THE PRECINCT.

The officers are:

1. Justices of the Peace.
2. Constables.

## METHOD OF PRESENTATION.

The method of presentation of local rural government will depend upon (1) the district or territory over which it is exercised; (2) the officers, including their qualification, manner of election, powers and duties; (3) the power of the people in government as exercised directly or through their officers.

As regards the district or territory, the average eighth grade pupil should be expected to master only that form found in his own state. Comparisons are likely to be confusing and misleading. A clear, clean-cut idea of his own local district is all that is necessary.

The officers' qualifications are usually citizenship, age and residence, and they are either legislative, executive, or judicial officers, and the manner of exercising the functions of their offices is prescribed by law. The executive officer subpoenas witnesses, summons jurors, arrests criminals, and executes the judgments of the courts by attaching property, or conveying prisoners to places of confinement. The judicial officer is limited in the jurisdiction which he may exercise both in civil and criminal cases, and the manner of performing the duties of his office is prescribed by law. Beyond the laying out of roads, caring for the poor, determining the exact rate of taxation for local purposes, little legislative power is exercised in rural government.

The power of the people in local government is manifested in various ways. They usually nominate and elect all local officers and in some instances have the power of recalling these officers. If any special tax is levied it must first be authorized by their vote, and in the same way they determine the kind and character of their local buildings.

Some states have a text on State Civics from which all necessary information may be obtained, otherwise the teacher must gain his knowledge from well informed citizens, session laws, and reports of the proper officers.

(Bibliography same as that of the County).

## Chapter IV.

### THE CITY.

In 1790 about one thirty-third of the people of the United States lived in cities, while in 1900 the number was about one-third, and yet the city is the only civil division in the United States in which the government may not be derived from the people; here the source is, in some cases, the state legislature. The problem of city government is still further complicated by the fact that the largest number of foreigners, who know least about American institutions congregate in them. Here too is found a large part of the wealth in the United States, so the election of mayor is in many instances as important as that of governor, and in one instance, New York City, is second only to that of the president of the United States.

The officers ordinarily found in a city are:

1. The Mayor.
2. Councilmen.
3. Marshal.
4. Policemen.
5. Clerk.
6. Treasurer.
7. Engineer.
8. Street Commissioner.
9. Water Works Superintendent.
10. Police Judge.
11. City Attorney.

12. City Health Officer.
13. Chief of the Fire Department.
14. City Librarian.
15. Garbage Collector.
16. Sexton.
17. Building Inspector.

City government is administered along the following lines:

1. The Mayor or the chief executive officer:
  - a. Elected by whom and for how long.
  - b. His power in law making.
  - c. Appoints what other officers.
  - d. What officers are responsible to him.
2. The Councilmen:
  - a. Elected by whom and for how long.
  - b. Their power in law making.
  - c. Do they represent the city as a whole or in part.
  - d. What is meant by the Commission form of city Government.
  - e. What kind of men should be elected to this office.
  - f. Should they be elected for long or short terms.
3. The Marshal and Policemen:
  - a. What are their duties.
  - b. What kind of men should be appointed to these offices.
  - c. Why should there be night as well as day policemen.
  - d. How are they appointed to office.
  - e. To whom are they responsible.

## 4. The Streets :

- a. What is the name of the officer who cares for the streets.
- b. Who pays for grading streets and putting in cross walks.
- c. Who pays for laying all sidewalks and who orders them put down.
- d. Give some reasons why streets in cities should be paved.
- e. In case someone is injured from a fall on defective sidewalks or streets, who pays the damage.
- f. How may everyone aid in keeping the streets clean.
- g. Why should streets be kept clean.

## 5. Water Supply :

- a. From what sources may a city be supplied with water.
- b. How is the water conveyed to each house.
- c. What is a reservoir and how should it be cared for.
- d. Why should streets be sprinkled and who pays for it.
- e. Why should every home have a lawn, trees and flowers.
- f. What is meant by the "gravity" system of supplying a city with water.
- g. Why should all water be filtered before it is used.
- h. In what ways may water be made impure.
- i. What dangers result from the use of impure water.

- j. Why should water be supplied as cheaply and abundantly as possible.
  - k. Why should every city own its water works system.
6. Fire Department:
- a. How does a city protect itself against fire.
  - b. What is a fire engine.
  - c. Why should every city have a fire company.
  - d. How soon after a fire alarm may a team be harnessed and hitched to a fire engine.
  - e. Name some cities where there have been large fires.
  - f. What are some of the causes of fires.
  - g. In what way will good fire protection insure better insurance rates.
  - h. In what different ways may fire alarms be given.
7. Public Lighting:
- a. What are some of the advantages of all of the people in the same town being supplied with light from a common source.
  - b. Why should the streets be lighted at night.
  - c. Why should a city own its own lighting plant.
  - d. By what means may the power necessary for electric light be supplied.
  - e. For what other purposes than lighting may electric power be used.
8. Public Health:
- a. Who is the city health officer and what are his duties.
  - b. Who is the garbage collector and what are his duties.



- c. Why should the streets, alleys and back yards be kept clean.
  - d. Why should a family where there is a contagious disease be quarantined.
  - e. Why should all cases of sickness be reported to the health officer.
  - f. What should be done with all furniture and articles of clothing used by a person afflicted with a contagious disease.
  - g. How may the spread of a contagious disease be prevented.
  - h. What is meant by a disinfectant.
  - i. Why should meat, milk and other food supplies be "inspected" before use.
  - j. What is a Pure Food law and who enforces it.
  - k. What are some of the advantages of a public hospital.
9. Public Buildings:
- a. Name all of the public buildings in your city.
  - b. Who pays all the expenses for the erection and maintenance of these buildings.
  - c. Why should they be protected by every one.
  - d. For what purpose is each of the buildings used.
  - e. Why should not public buildings be taxed.
  - f. Who is the building inspector and what are his duties.
  - g. What is a fire proof building.
10. Public Grounds:
- a. Name the public grounds in your city.
  - b. Why should every city have large play ground for the schools and an athletic field for the public.

- c. Why should every city improve its parks and how may it do it.
- d. What are some of the advantages of public parks.
- e. Why should trees be planted along all streets.
- f. Why should not rubbish be allowed to be dumped onto vacant lots.
- g. Why should all public grounds have a superintendent.

**GENERAL REMARKS:**

- 1. Name the classes of cities in the state.
- 2. Explain the meaning of the terms:
  - a. Incorporate.
  - b. Charter.
  - c. Ordinance.
  - d. Franchise.
  - e. Municipal Ownership.
- 3. From what sources does a city secure the necessary money to pay the expenses of city government.
- 4. Why should all city officers be non-partisan.
- 5. Where does the city get its charter.
- 6. How may a city secure a new charter or have its present charter amended.
- 7. Who constitute the board of equalization in a city and what are its duties.
- 8. Why should everybody investigate the qualifications of candidates.
- 9. What is a Taxpayers' League and what are some of its advantages.
- 10. In what different ways may the city deal with tramps.

11. How may the unemployed in a city be assisted.
12. Name some ways in which everyone may assist those in need of help.

#### METHOD OF PRESENTATION.

The city furnishes much of interest to the child for the study of life in the community. There are the various kinds of industry, the different kinds of churches, the many forms in which social life is manifest, the educational institutions and the annual elections, all of which show him much from a political standpoint. While the pupil should acquire a certain amount of definite information from the instruction given by the teacher, his interest should be enlarged by showing him how he is a part of the community in which he lives, and how he is to some extent individually responsible for the condition of his town.

Paved streets, beautiful parks, fine public buildings, good schools and clean government come only when a majority of the voters demand them and are willing to pay for them.

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## Chapter V.

### THE COUNTY.

The county is formed, its rights are conferred and its duties imposed by an act of the state legislature. The county organization brings justice near the people, enables them to attend to local affairs too extensive for a smaller community, and affords a medium by which they may transact business with the state. It serves as a convenient basis of apportioning members of the legislature among the people. It maintains local officers, such as sheriff and prosecuting attorney, whose duties would be too narrow if confined to a township. It secures a competent and higher tribunal than the justice's court for the trial of suits at law. This was the original purpose, and is still the controlling reason for the division of the states into counties. *Peterman's "Elements of Civil Government."*

As regards age, citizenship, residence and manner of election, all county officers are equal, but the requirements of their offices demand persons of widely different qualifications and ability.

The following is a list of county officers:

1. Sheriff.
2. Assessor.
3. Clerk, who may be ex-officio auditor and recorder or registrar.
4. County school superintendent.
5. Probate Judge.
6. County Commissioners, or Board of Supervisors.
7. Treasurer.

8. County Attorney.
9. Surveyor.
10. Coroner.
11. Probation or truant officer.
12. Road Supervisor.

THE COUNTY SEAT :

1. How located or changed.
2. What officers reside here and why.
3. How is the court house built and who furnishes each of the offices.
4. Who has charge of the jail and why should men, women and juvenile offenders be separated.
5. How often does the district court meet.
6. How often does the county court meet.
7. How often does the probate court meet.
8. What is done with a person arrested for crime when court is not in session.
9. What is the county board of equalization.

THE ALMSHOUSE :

1. Who are admitted to this house.
2. How is it supported.
3. Why should each county have such a home.

COUNTY FAIRS :

1. Why should fairs be encouraged.
2. How established.
3. The object and value.
4. What kinds of fairs may the county aid .
5. How much may the county commissioners appropriate for this purpose.

6. What kinds of amusements should be prohibited  
• on the fair grounds.

#### COUNTY ROADS AND BRIDGES:

1. By whom created.
2. Why should there be good roads.
3. How is the expense of road building paid.
4. May a road be opened up across any one's farm.
5. Does every one pay a road tax.
6. Why should the whole county be taxed to build a bridge that will not benefit all.
7. Which county officers locate roads and let the contracts for the building of bridges.
8. Would it be a good plan to compel all those confined in the county jail to work on the public roads.
9. Would better roads be built if every one were charged a road tax and all road building done by contract.

#### COUNTY:

1. How created, divided or abolished.
2. What must be its area and valuation of property.
- 3. Who fixes the maximum, minimum and exact rate of taxation in a county.
4. Who passes the laws for the county and what officers enforce them.
5. Who fixes the exact amount of the salaries of each county officer.
6. When do all officers assume the duties of their office.
7. What is meant by the term "qualifying" for office.
8. Who fill all vacancies.

9. What is meant by "experting" the books of each of the county officers and why should this be done.
10. What should be done with the money in the county treasury when not needed for immediate use.

#### COUNTY ELECTIONS:

The voters at a county election vote for precinct, county and state officers and United States representatives, and on presidential years, electors for President and Vice President. These are four regular steps to be taken in holding an election.

1. The candidates for office must be nominated.
2. The campaign conducted.
3. The registration of voters.
4. The election must be conducted in accordance with the laws passed for governing them.

#### THE PRIMARIES:

1. Object.
2. By whom called—Central Committee.
3. What notice given.
  - a. Time when held
  - b. Place where held.
  - c. Name number of delegates allowed in each precinct.
4. By whom called to order.
5. What officers elected.
6. Delegates must be elected by ballot.
7. Tie votes to be determined by lot.
8. How is it determined who is allowed to vote.
9. Who may challenge a voter and how is the contest settled.



10. How is the result of the election determined.
11. What is done with the votes after the election.
12. Who cast the votes of absent delegates.
13. In case of fraud who determines which delegates are to be seated.
14. How does a delegate establish his right to a seat in the convention.
15. What is the penalty for fraudulent voting at the primary.

#### THE COUNTY CONVENTION :

1. Meets where and when.
2. Composed of whom.
3. By whom called to order.
4. By whom may the various committees be appointed.
5. What is the work of the Committee on "Credentials."
6. What is the work of the Committee on "Order of Business."
7. What is the work of the Committee on "Resolutions."
8. How is the manner of voting determined.
9. What is the objection to choosing delegates to the state convention and nominating candidates for county offices by the same convention.
10. What are the advantages and disadvantages of electing candidates from all parts of the county.
11. What is meant by nominating candidates for office by "direct primaries."

THE COUNTY CENTRAL COMMITTEE:

1. Composed of whom.
2. By whom selected.
3. By whom are the chairman and secretary of this committee chosen.
4. Who is the general manager of the campaign in the county.
5. Where is the money obtained which is used in employing speakers, securing halls for meetings, and hiring brass bands as well as other expenses incurred in conducting a campaign.
6. Why should the chairman of the county central committee be a strong, honest, upright man.
7. Would it be a good plan to force each party to publish an itemized account of their receipts and expenditures of the campaign.
8. What is the relation of the county central committee to the county convention.
9. Who determines the time for holding the primaries and county convention.

THE REGISTRATION OF VOTERS:

1. What is a registrar and by whom appointed.
2. How many days previous to election has a voter in which to register.
3. What is meant by registering when applied to a voter.
4. Who are not allowed to register.
5. What are some of the advantages of the registration of voters.
6. What is the result if the voter fail to register.

**ELECTION :**

1. What are the duties of the (a) judges, (b) clerks, of an election, and by whom are they appointed.
2. What is a "booth."
3. What is meant by challenging a voter and who may do it.
4. How may the judges know whether a voter has registered and is entitled to vote.
5. Tell how the voter prepares his ballot.
6. Who has the ballots printed.
7. What is meant by "scratching" the ticket.
8. In case the voter is physically unable to fill out his ballot who does it for him.
9. What precautions are taken to secure absolutely secret voting.
10. During what hours of the day are the polls open.
11. What is the penalty for illegal voting or for attempting to bribe a voter.
12. After the polls are closed what is done by the judges, of each precinct, with all ballots and books showing the returns.
13. Who constitute the board of canvassers and what is their work.

**METHOD OF PRESENTATION.**

This work is taken up in the seventh grade, when the children are old enough to take an interest in the newspapers and understand many things in connection with county government.

The more difficult parts which have reference to party management may be omitted until later, but the rest of the

work if carefully presented by the teacher may be understood by children in this grade. If the questions are raised in school the child will often get much assistance from his parents as well as to arouse a certain amount of interest in public questions by their discussion. The child is often acquainted with one or more of the county officers and this will afford a starting point.

# BOOKS OF REFERENCE.

- Local Constitutional History, Howard—Clan (370), Town (18, 52), Township (3, 49), Precinct (120, 140), Manor (25), Hundred (241), Parish (31), County (289), Shire (289), Almshouses (81), Elections (283), County Court (302).
- Civil Government in U. S., Fiske—Clan (35), Town (102), Township (16, 83), Precinct (63), Manor (36), Hundred (75), Parish (16), County (49), Shire (49).
- The American Federal State, Ashley—Town (391), County (394), Almshouses (398), Roads and Bridges (399).
- Actual Government, Hart—Township (168), Precinct (72), County (174), County Seat (331), Roads and Bridges (179), Elections (76).
- The American Government, Hinsdale—Town (38), Township (216), Hundred (47), County (40), Shire (48).
- Training for Citizenship, Smith—Town (81), Township (74), Hundred (82), County (77), County Seat (249), Roads and Bridges (92), Conventions (28).
- Our Government, Macy—Town (10), Township (15), Manor (2), Hundred (4), Parish (9), County (5), Shire (5), Roads and Bridges (60), Elections (82).
- The Government of the People of the U. S., Thorpe—Town (92), Township (92), Precinct (104), County (98), Elections (85), Conventions (85).
- Essentials in Civil Government, Forman—Township (83), County (85), County Seat (86).
- The State, Wilson—Township (516), County (516).
- Rights and Duties of American Citizenship, Willoughby—County (261), Elections (304).
- Federal and State Constitutions of the U. S., Stimson—Town (343), County (341), Roads and Bridges (393), Elections (213), County Court (48), Registration of Voters (217).
- Government by the People, Fuller—Elections (1).
- School Civics, Boynton—Town (258), Precinct (290), Parish (289).
- European Background of American History, Cheyney—Township (274), Parish (291), County (261).
- Local Government by Counties, Towns, and Villages, Fairlie—Clan (1).

## Chapter VI.

### THE STATE.

"An American may, through a long life, never be reminded of the Federal Government, except when he votes at presidential and congressional election, buys a package of tobacco bearing the Government stamp, lodges a complaint against the postoffice, and opens his trunk for a custom house officer on a pier at New York when he returns from a tour in Europe. His direct taxes are paid to officials acting under State laws. The State, or a local authority constituted by State statutes, registers his birth, appoints his guardian, pays for his schooling, gives him a share in the estate of his father, deceased, licenses him when he enters a trade, marries him, divorces him, entertains civil actions against him, declares him a bankrupt, and hangs him for murder. The police that guard his house, the local boards that look after the poor, control highways, impose water rates, manage schools,—all these derive their legal powers from the State alone. In comparison with such a number of functions the Federal Government is but a department for foreign affairs."

(James Bryce, author of "The American Commonwealth," and English Ambassador to the United States.)

#### ITS HISTORY:

1. Boundaries.
2. It is a part of what territory.
3. When was it organized as a Territory and what were its boundaries.

4. Where were the first settlements made, and what induced settlers to come to the territory.
5. Where was the first capital and where is the present.
6. Who was the first governor of the territory.
7. Who was the first delegate in congress.
8. When was the territory admitted as a state.
9. Where was the convention held which framed the constitution of the state.
10. Name some prominent members of this convention.
11. Who was the delegate in congress and who was President of the United States when the territory was admitted as a state.
12. Who were :
  - a. The first governor.
  - b. The first senators.
  - c. The first representative of the state.
  - d. Who is the present governor.
  - e. Who are the present senators.
  - f. Who is your present representative.

RESOURCES:

I. AGRICULTURE.

1. Name the different kinds of agricultural products of this state and in what parts they are grown.
2. Where is the agricultural college located and in what ways does it aid the farmer.
3. What kinds of crops pay best in the community where you live.

## II. HORTICULTURE.

1. Name the different kinds of fruits grown in this state and the parts of the state where grown.
2. What is a horticultural inspector and what are his duties.
3. Why should all fruit growers be compelled to spray their trees.
4. Why should all fruit be "inspected" before being shipped.
5. What kinds of fruit pay most in your community.

## III. TIMBER.

1. Name and locate the most valuable timber lands in the state.
2. Where are the great saw mills located.
3. Is the timber owned chiefly by the state or by private individuals.
4. What is a forest reserve and what are some of its advantages.
5. Locate the forest reserves in this state.
6. What is the stone and timber act.

## IV. MINERAL.

1. What kinds of minerals are found in this state.
2. Locate the mining regions.
3. Why are children under certain ages not allowed to work in mines.
4. What are the duties of a mine inspector.

## V. LIVE STOCK.

1. What are the duties of the state veterinary surgeon.

2. What are the duties of the live stock inspector.
3. On what conditions may stock be shipped into or out of the state.
4. What is the object of having all animals inspected before they are slaughtered.
5. What diseases affect the stock in your neighborhood.
6. How may diseases among stock be prevented from spreading.
7. Why should stock be kept free from disease.

#### VI. THE PUBLIC LANDS OF THE STATE.

The state has no public land except that given it by the national government. Sections sixteen and thirty-six of every township are given for public school purposes and a certain amount is also donated for other state institutions, such as Normal schools, agricultural college, state university, etc., and this land is usually spoken of as "special grants."

1. How is land surveyed.
2. What is meant by "principal meridians," "range lines," "base lines," "township lines."
3. Who constitute the State Board of Land Commissioners.
4. When a township is thrown open for settlement what right has the state in making its selection of land.
5. What is a timber cruiser.
6. How is agricultural land selected.
7. How is the value of the land belonging to the state determined.
8. What may the state do with its land.



9. What is done with money received by the state from the sale or rental of its land.
10. Tell how much land has been donated to each of the state institutions.

#### VII. IRRIGATION.

1. In which counties of the state is irrigation practiced to any great extent.
2. How many acres of arid land may one man take up under the Carey act.
3. How is the selection of land under this act made.
4. What kinds of crops grow best on irrigated land.
5. Why is irrigated land more valuable than land which is not.

#### INSTITUTIONS:

##### I. ELEEMOSYNARY.

1. The Soldiers' Home. Its location; who admitted; how managed; how supported; why should the old soldier be cared for at the expense of the government. How many inmates in the home at present. What is the average annual cost of caring for one inmate of the home.
2. The School for the Deaf, Dumb and Blind. Where located; who are admitted; how much is allowed annually for the support of each one attending; why should their education be at public expense; name some kinds of work which may be done by blind people; how is the school supported.
3. The Insane Asylums. Where are they located; what steps must be taken before a person may be committed; how are the patients cared for; what per cent of them recover; how are they conveyed to the asylums; how are the asylums supported.

II. REFORMATORY.

- I. The Industrial Training School. Where located; who are admitted; give the necessary steps in committment; what are the boys and girls in this school taught; how long must they remain; what opportunity have they for meeting their parents; on what condition may their term be shortened.

III. PENAL.

- I. The Penitentiary. Where located; how many inmates at present; are men and women confined in the same building; what are the duties of the warden; in what the prisoners engaged; what is meant by paroling a prisoner; have the prisoners any library; place of recreation or amusement; in what ways may and should the public aid prisoners when discharged.

IV. EDUCATIONAL.

- I. The Normal Schools. Where located; object; attendance; present number of the faculty; on what condition may students enter either; what papers are granted by these schools; are these diplomas recognized in other states; what is the object of a training department; why should the state require trained teachers for its schools; how much have the schools invested at present in buildings and equipment; what advantages are offered for cheap board; what is the average annual cost to the pupil attending.
2. The University. Where located; what general courses of study are offered; who are admitted to the university; number of students as shown by the last annual enrollment; present number of its faculty; value of its buildings; average an-

nual expense of the students attending; are students going from this university to other state universities admitted to the same classes without examination; what advantages are offered to reduce the students' expenses.

3. Agricultural College. Where located; what general courses of study are offered; how does this school aid the dairyman; the horticulturist; the farmer; the stockman; how much aid does the school receive from the U. S. Government; what is the Hatch fund, the Morrill fund, the Adams Fund. Why should agriculture be taught in the public schools.
4. The Free Traveling Library. How many kinds of libraries in the state; what is the free traveling library; how many books has it; how is it managed; how may a station of this library be established; what need is there of any except school libraries; how many books are sent to a station at one time; how long do they remain; who is responsible for them; who may use them.

#### GOVERNMENT:

It is sometimes said that there are four departments in both the state and the national government. 1. The people. 2. The legislature. 3. The executive. 4. The judicial.

#### I. THE PEOPLE.

1. What is meant by saying "all political power is inherent in the people."
2. Has the government any power except that delegated to it by the people, and has any power been delegated to it which cannot be recalled by them.
3. What is the relation of church and state.

4. May any religious qualification be required for holding office, teaching in or attending any school in this state.
5. May any person attending any school in the state be required to attend any religious exercise.
6. What rights has one arrested for crime.
7. Explain the origin of the two kinds of juries and the work of each.
8. Why is a grand jury more likely to bring a criminal to justice than is the public prosecutor.
9. On what condition may any individual write or publish what he pleases.
10. For what different purposes may there be made a public use of land in this state.
11. For what purposes, to whom and when shall courts of justice be open.
12. For what purposes may the people assemble.
13. How may a majority of the people of this state get any law passed or repealed which they may wish passed or repealed.
14. Why should every citizen vote at all primaries and elections held in his precinct.
15. When only is a property qualification for voting required.
16. What are the qualifications for voting in this state.
17. On what conditions may a voter lose his right to vote.
18. What power have the people to change any law or the constitution of their state.
19. What is meant by the "initiative."
20. What is meant by the "referendum."
21. What is meant by the "recall."

## II. LEGISLATIVE.

In the following outline, where practical, the office or department of the National government corresponding to that of the State government, will be given.

Legislature.

Congress.

The Legislative department is composed of two houses,—the Senate, whose members usually represent entire counties; and a House of Representatives whose members are elected from the county at large or parts of the county called districts.

The qualifications of the members of both houses are generally the same and they are elected at the same time and in the same manner. There are certain powers common to the two houses, certain powers peculiar to each house, certain powers exercised by the houses jointly, and certain powers prohibited to them.

*Powers common to the two houses:*

1. Each house may judge of the election returns and qualifications of its own members.
2. Each house effects its own organization, elects its own officers, and adopts its own rules.
3. The members of each house are exempt from arrest, except for certain offenses, and are free to speak as they please.
4. Each house keeps a journal of its own proceedings.
5. Each house may compel the attendance of its own members or expel a member.
6. Each house is divided into a certain number of committees, to which all bills are referred.
7. The members of each house are paid for their services.
8. Bills may be introduced in either house.

*Separate powers of the two houses:*

1. The House impeaches.
2. The Senate tries all cases of impeachment.
3. All bills for raising revenue originate in the House.
4. The Senate confirms nominations made by the Governor.

*Joint Powers of the two Houses:*

1. Power to divide the state into representative or senatorial districts.
2. Elect U. S. Senators.
3. Establish, locate and provide for the maintenance of state institutions.
4. Grant charters to cities.
5. Make all needful laws for the state.
6. Elect the executive officers when electors fail to elect.
7. Pass joint resolutions.
8. Memorialize or petition the Congress of the United States to pass or repeal certain laws.

*Powers prohibited:*

1. May not bond the state beyond a certain amount.
2. May not make appropriations beyond a certain amount.
3. May not grant special privilege to any person or corporation.
4. May not pass any law prohibiting freedom of worship.
5. May not pass any law denying anyone the right of a jury trial or impartial and open trial.
6. May not pass any bill of attainder, ex post facto law, or law impairing the obligation of contract.

*General considerations applicable to both Houses:*

1. Why does the legislative department more nearly represent the people than does either of the others.
2. Should the legislators be men of as much ability as the governor or the supreme judges.
3. Give the various steps from the introduction of a bill until it becomes a law.
4. Why should each house be divided into committees for the transaction of business.
5. What is a lobbyist.
6. Why is the speaker of the house such an important official.
7. In what ways may a legislative librarian be helpful in law making.
8. When is a caucus a good thing and when an evil.
9. What is meant by a "representative" or a "senatorial" district.
10. What is meant by the people "petitioning" or "instructing" their representatives.
11. Why should all money bills originate in the house.
12. What evils result from the election of United States senators by the state legislatures.
13. Why should secret sessions of the legislature be not allowed.
14. Give the qualifications, age and manner of election of members of the legislature.
15. When, where, and for how long does the legislature meet.

Legislation should be viewed quite as much from the standpoint of evil influences of bad laws as from the helpful results of good ones. So also should the integrity and strength of character of the legislator count for quite as

much as his wisdom. In other words, the men who are elected to make laws for the entire state should be both wise and strong.

### III. EXECUTIVE.

The executive department should be viewed from the standpoint of (a) law making, (b) administration, (c) enforcement of the law. Every department of state government and every institution must report to the governor. He will, therefore, know the needs of all. The administration of state government is largely through the executive officers and boards, but they are responsible to the governor and their success will depend largely upon his administrative ability while the usefulness of all laws will depend upon their enforcement.

The executive department of the state is vested in a governor, and other executive officers.

The qualifications of all executive officers are citizenship, age and residence in the state, and their duties are prescribed by law. With the exception of the State School Superintendent, who is sometimes elected at the regular school election, they are elected at the regular election by the qualified electors. They may be removed from office upon being impeached and convicted of any act which may unfit them for office.

The officers, boards and commissions, and duties are as follows:

#### GOVERNOR:

Law maker. All bills before they become laws must be presented to him for his approval, and if signed by him



they become laws; but if vetoed they must be reconsidered by the Houses and if passed it is usually by a two-thirds majority.

Administrator. He, together with the Senate, usually appoints the regents, trustees or directors of the various state institutions, and the power of appointing some state officers is vested in him alone. During the recess of the Legislature if a vacancy occur he fills it until the next meeting of the Legislature or the next regular election.

He also keeps the people and Legislature informed of the condition of the state, calls special sessions of the Legislature, and in a general way guards the interests of the people in the management of their various state institutions and natural resources.

Executor. As the state's chief executive he may commute a sentence, grant a reprieve, and in some states pardon criminals. He may also dismiss some state officers for misconduct in office. As Commander in Chief of the State militia, he may use it to repel an invasion, suppress an insurrection or enforce any law.

#### LIEUTENANT-GOVERNOR:

Most states have an officer of this kind, but in some the Secretary of State succeeds the Governor in case of a vacancy.

- a. He presides over the senate.
- b. He succeeds the Governor when there is a vacancy in his office.
- c. Signs all bills passed by the Senate.

SECRETARY OF STATE:

- I. Custodian of all records of the state.
  - a. The engrossed copies of all bills passed by the Legislature.
  - b. Journals of each House.
  - c. All books, deeds, maps, charts, papers, etc., belonging to the state.
  - d. Keeps the seal of the state.
  - e. Issues the commissions, charters, etc., authorized by the state.
2. Acts as a Recorder.
  - a. All commissions, charters, pardons, etc.
  - b. All conveyances made by the state.
  - c. All bonds given by state officers.
3. Distributes certain state publications.
  - a. Session laws.
  - b. School laws.
  - c. Reports of the executive officers.
4. Supplies information regarding the state to:
  - a. The state legislators.
  - b. Any citizen.
5. Collector of fees.
  - a. Issuing commissions.
  - b. Recording papers.
  - c. Issuing certificates of incorporation.

AUDITOR OR COMPTROLLER:

- I. Examiner.
  - a. All bills against the state.
  - b. Draws all warrants for bills allowed against state.

2. Recorder.
  - a. Keeps a record of all bonds and warrants issued by the state.
  - b. All accounts in which the state is interested.
  - c. Keeps the records showing the relation of the counties to the state.

**STATE TREASURER:**

1. Custodian of :
  - a. All moneys belonging to the state.
  - b. Pays all state warrants.
  - c. Pays interest on all state bonds.

**ATTORNEY-GENERAL:**

- a. Represents the state in all cases where it is a party.
- b. Is the legal adviser of all the state officers.

**SUPERINTENDENT OF PUBLIC INSTRUCTION, OR THE BOARD OF EDUCATION:**

1. Frames the course of study for the first eight grades.
2. Prepares all examination questions for the licensing of teachers.
3. Prescribes the qualifications for teachers' certificates.
4. Has general charge of teachers' institutes.
5. Apportions the state school money.
6. Prepares the school laws of the state.

**BOARD OF ARBITRATION:**

1. What cases may be arbitrated.
2. In what way must the arbitrators make their award.

3. What is required of the parties to the controversy before arbitration proceedings are begun.
4. Why is arbitration better than a lawsuit.

BOARD OF CANVASSERS :

1. This board counts the votes for what offices.
2. What is meant by the "returns;" "canvassing the votes."
3. In what way is the officer elected notified by the board.
4. How is a tie vote settled.

BOARD OF EQUALIZATION :

1. What is the relation of the county assessors to this board.
2. How does this board equalize taxes on the same kinds of property all over the state.
3. What right has this board to raise or lower the values of property, fixed by the assessors of the various counties.

BOARD OF EXAMINERS :

1. Why must all claims against the state, except salaries fixed by law, be passed upon by this board.
2. A has a bill against the state; give the various steps which must be taken by him in collecting it.
3. Why should all claims against the state be itemized and sworn to before they are allowed.
4. Is there any officer in the state who can tell for what every dollar paid out, in any one year, by the state, has been expended.

**BOARD OF MEDICAL EXAMINERS:**

1. How appointed. Qualification of its members.
2. What is required of an applicant before he is allowed to practice medicine.
3. Why should not anyone be allowed to practice medicine until he can pass a thorough examination.
4. What is the penalty for practicing medicine without a license.

**DENTAL EXAMINER::**

1. By whom and for how long appointed.
2. To whom are certificates to practice dentistry issued.
3. Is an ordinary physician allowed to extract teeth.
4. Why not allow anyone to practice dentistry until authorized by the board.

**BOARD OF PARDON:**

1. Meaning of the terms, pardon, commute, reprieve, parole.
2. Meetings of the board.
3. Conditions to be complied with by one seeking a pardon.
4. How a prisoner may be restored to citizenship.

**BOARD OF HORTICULTURE:**

1. Into how many districts has the board divided the state.
2. What powers has the deputy inspector appointed for each of these districts.
3. Why should all fruit and fruit trees be inspected before they are allowed to be shipped.

BOARD OF LAND COMMISSIONERS:

1. What sections of every township are given to the public schools.
2. What is meant by "special grants."
3. Who makes the selections for the "special grant" land and how is it done.
4. What is meant by "lieu lands."
5. How is any of the school land sold.
6. On what terms rented or leased.
7. What use is made of the money received from the sale of school lands.

BOARD OF PRISON COMMISSIONERS:

1. Has general charge of the penitentiary.

COMMISSIONER OF IMMIGRATION LABOR AND STATISTICS:

1. What are the general duties of this officer.
2. Of what advantage to the state is it to have published reports of its resources and industries sent to other states.
3. How does he collect statistics on all subjects of interest in the state.

BANK COMMISSIONER:

1. What is a bank.
2. Explain meaning of the terms corporation, stock, share, trust, monopoly, "watered stock," rebate.
3. Why should all banks be inspected by a state officer.
4. What is a state depository law.

**INSURANCE COMMISSIONER :**

1. Why should no company be allowed to do business in the State until licensed by it.
2. Why should annual reports be required from all companies doing business in the state.
3. Why is insurance on both life and property a good thing.
4. Is a principal always responsible for the acts of his agent.

**MINING INSPECTOR :**

1. How is a mine located.
2. Why should there be a mining inspector.
3. What kinds of mines are there in this State; where are they located.

**STATE ENGINEER :**

1. What is a water right.
2. For what purposes may water, obtained by right from the state, be used.
3. What is meant by "priority" of right.

**RAILROAD COMMISSION :**

1. Name the principal railroads in this state.
2. Of what benefit to the people is the railroad.
3. Why should railway companies keep their tracks, bridges and depots in good condition.
4. Why should the speed and manner of running of trains be regulated by law.
5. Why should the amount charged for carrying passengers and freight be regulated by law.
6. What is meant by "perishable" freights; pass; rebate; pool.
7. Why should the people encourage railroad building and treat the roads fairly.

COMMISSIONER OF CHARITIES:

1. What are the duties of this office.
2. What is meant by humanitarian work.
3. Why should factories be inspected.
4. Why should the state care for all who cannot care for themselves.

STATE LIBRARIAN:

1. Of what is the state library composed.
2. Who appoints the librarian.
3. Why should the librarian be widely read.
4. What is a legislative librarian and in what different ways may he be helpful in legislation.

IV. JUDICIAL.

Every citizen has certain legal rights and when he is denied any of these rights he may resort to the courts for their enforcement. He should therefore know the ordinary methods of procedure in case he desires to enlist the support of the court, but the enforcement of law is oftentimes not so much a matter of private as of public concern and every person should be brought into a realization of the necessity of an able, honest and fearless judiciary. There are in every state two general classes of courts. United States or Federal, which try all cases where a national law has been violated, and State courts, which try cases for a violation of the laws of the State. The state courts are subdivided into the following:

1. Justice—Found in every precinct of the state and presided over by a justice of the peace.
2. County—Presided over by the three county commissioners.



3. Probate—Presided over by the probate judge who is ex-officio juvenile judge.
4. District—Comprising two or more counties and presided over by a district judge.
5. Supreme court presided over by the supreme judges.
6. Court for the trial of impeachment.—The Senate.

There are certain terms more or less applicable to all of these Courts, which should be known by every one who wishes to understand any of them, as the following:

#### KINDS OF CASES:

Criminal,

Breach of Peace, Misdemeanor, Felony.

Civil.

Equity.

#### PARTIES TO TRIAL:

Plaintiff,  
Defendant,  
Judge,  
Sheriff,  
Constable,  
Clerk,

Court Stenographer,  
Bailiff,  
Jury,  
Attorneys,  
Witnesses.

#### PAPERS IN A CASE:

Complaint,  
Summons,  
Demurrer,  
Answer,  
Subpoena,  
Warrant,

Evidence,  
Verdict,  
Judgment,  
Execution,  
Sentence.

LEGAL TERMS:

Writs:

Habeas Corpus,  
Certiorari,

Mandamus,  
Injunction.

General Terms,

Empanelling jury,  
Appeal,  
Putting off trial,  
New trial,  
Impeach,  
Perjury,

Contempt of Court,  
Indictment,  
Bound over,  
Committment,  
Bail,

Civil,

Lien,  
Mortgage,

Deed,  
Foreclosure,

Probate Court,

Executor,  
Administrator,  
Guardian,  
Minor,

Ward,  
Delinquent,  
Indigent.

1. Name the qualifications, manner of election and term of office of the officers who preside over each of the courts mentioned.
2. Why the tenure of office should be longer and more permanent in the case of the judiciary than in either of the other departments.
3. A gave B a note for \$100, which is now due. How may B enforce its payment if A refuses to pay it?
4. A contractor employed a painter to paint a house, but left without paying him. How may the painter get his money.

5. A man steals a horse. Give the various legal steps taken from the time the horse is stolen until the thief is turned over to the warden of the penitentiary.
6. Give the jurisdiction of each of the courts mentioned in (a) civil cases, (b) criminal cases, (c) in what territory.
7. Why should a deed or mortgage be recorded as soon as given?
8. Why should a purchaser always secure an abstract of title before paying for a piece of land?
9. How may a person be prevented from doing something which another thinks he has no legal right to do?

#### METHOD OF PRESENTATION.

As the state government is so much like the national, little can be said in regard to the one that does not apply to the other. There are departments of government, the manner of passing laws, their interpretation and enforcement, the rights and privileges of each department, qualifications and manner of election of the officers, and many other similarities known to all teachers could be mentioned. Yet the opportunities for getting at the details in the administration of state government are much better than in the case of the national government, and it may also be added that while in the case of the national government general knowledge is sufficient, in the case of the state the knowledge should be specific; for here the citizen is called upon to perform a specific service or to select others to do it for him.

The treatment of state governments as found in the average manual on civil government has no specific value because from the very nature of the case the information must be general. The teacher should present the subject of state civics from the standpoint of his own state. If no textbook is obtainable he should secure a copy of his state constitution and school laws; and the reports of the executive officers and the secretaries of the various state institutions, and what is termed the political code of the state are all good for this kind of work and may be obtained from the proper officers.

Blanks also of mortgages, deeds, summonses, subpoenas, notices, and certificates of various kinds may be obtained from the proper county officers, and when the Legislature is in session copies of bills may also be had. All of these things, together with the information that may be obtained from any well-informed citizen, will supply the teacher with a good working knowledge on state civics.

If no text is to be had the teacher will, of course, have to present the work orally in the form of outlines to be taken down in notebooks, and the discussions and explanations given by the teacher will also have to be taken down in the same way. The object everywhere should be to make the work as complete as possible by showing what is actually done in any given case.

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- Essentials in Civil Government, Forman—Power of the People (120), Legislative Dept. (125), Executive Dept. (138), Judicial Department (144).
- The State, Wilson—The State (469), Power of the People (490).
- Actual Government, Hart—The State (51), Its History (184), Legislative Dept. (126), Executive Department (140), Judicial Department (151).
- The American Federal State, Ashley—The State (366), Power of the People (208), Powers of Legislature (354), Executive Department (328), Judicial Department (360).
- Civil Government in the U. S., Fiske—Legislative Dept. (164), Executive Department (169), Judicial Department (177).
- Government in State and Nation, James & Sanford—Power of the People (11), Legislative Dept. (12), Executive Department (19), Judicial Department (22).
- Training for Citizenship, Smith—The State (63), Powers of Legislature (221), Executive Department (208, 214), Judicial Department (231, 234).
- The Community and The Citizen, Dunn—Power of the People (209), Legislative Dept. (210), Executive Department (215), Judicial Department (212, 213).
- The Education of the American Citizen, Hadley—Executive Department (3).
- American Government, Hinsdale—Legislative Dept. (378), Powers of Legislature (381), Executive Department (384), Judicial Department (358).
- The Government of the People of the U. S., Thorpe—Legislative Dept. (161), Executive Department (106), Judicial Department (108).
- The American Commonwealth, Vol. I., Bryce—Power of the People (463), Legislative Dept. (477), Executive Department (494) Judicial Department (501).

## **Chapter VII.**

### **NATIONAL GOVERNMENT.**

The work in National Government, so far as Grade civics is concerned, should be presented in two parts.

In part one the teacher should correlate the frame work of National government with that of the State. They are much alike as is shown in the outline on State civics. Practically every office found in the one has a corresponding office in the other. The general qualifications, manner of election, and methods of performing the duties of the offices are practically the same in both cases. In the presentation of the subject of state civics the teacher should point out the similarities.

In the second part the study of National government should be the study of the National powers and the manner of exercising them, in dealing with questions that affect all of the states in their relation to each other, or questions that relate to the Nation in its connection with other countries.

### **INTERSTATE POWERS.**

**LAND.** In all the states except the thirteen original colonies and Texas, all the land was originally owned by the National Government which has granted to the states, corporations and individuals various amounts at different times.

- I. The State.
  - a. Section 16 and 36 in each township are given for school purposes.
  - b. Special grants have been made for aiding various state institutions.

2. Corporations.
    - a. Railroads, to aid in constructing trans-continental lines.
  3. Individuals.
    - a. Homestead,
    - b. Preemption,
    - c. Stone and Timber,
    - d. Timber culture,
    - e. Carey Act,
    - f. Mineral claim.
  4. Kinds.
    - a. Agricultural,
    - b. Timber,
    - c. Grazing,
    - d. Desert,
    - e. Swamp,
    - f. Mineral.
  5. Government Uses.
    - a. Forest Reserves.
    - b. National Parks,
    - c. Indian Reservations,
    - d. Game Preserves,
    - e. Reclamation Districts.
1. Tell how land is surveyed.
  2. On what conditions may land be homesteaded, preempted, secured under the Timber and Stone Act, under the Carey Act, under the mining laws?
  3. Why were the trans-continental railroads granted large tracts of land? In what way does the railroad benefit the government? How does it aid in the settlement of a new country? Why should the states be granted large areas of swamp land? In

what ways may swamp land be made valuable? Why should the government aid state educational institutions so liberally?

4. What is a forest reserve? What is its object? How do the thick brush and the timber in the mountains prevent the rapid melting of snow? What would be the effect on the water supply of the country if the snow melted early in the spring? What would be the effect on the weather conditions of summer were it not for the snow-capped mountains? How are forest reserves protected from fire? In what ways do forest reserves serve as game preserves?
5. Locate some of the great National Parks. Of what use are they? Is the land, as a rule, useful for any other purpose? Why should the natural scenery be preserved? How does the natural scenery in America compare with that of other countries?
6. How did the Indians secure their lands? What is meant by allotting lands in severalty? Why should Indian reservations be thrown open for settlement when not needed by the Indians? Are the Indians paid for their lands when taken by the Government? Of what benefit is it to the Indians to have the white people settle among them?
7. What kinds of land are reclaimed by irrigation? Who builds the reservoirs in which the water is stored? Who constructs the dams and ditches? Why do settlers secure smaller amounts of irrigated lands and pay more per acre for it? What is the Carey Act? How many acres is one person allowed under this Act?



**FINANCES:****1. Banks,**

- a. United States Bank, 1791-1811; 1816-1836.
- b. National, 1861—
- c. State, 1789-1861; 1861—
- d. "Wild cat."

Tell how each of these banks is organized. To whom it is responsible. What are the duties of a bank examiner? By whom is he appointed—State? Nation? What is a bank of issue? What is a treasury note? What is a gold or silver certificate? What is the meaning of the term "suspension of specie payment?" Resumption of specie payment." "Gold and silver certificates?"

**2. Mints.**

What is a mint? Where are they located? What is a die? What is meant by alloy? Tell how a miner gets his gold coined. What is the difference between placer and quartz mining? What is meant by counterfeiting? Free How are counterfeit notes and coins detected?

**3. Assay offices.**

What is an assay office? Where are they located? What is the work of an assayer? Gold and silver are found with what other coinage of silver? Bi-metallism? "16 to 1." kinds of metals. How are they separated? What is a stamp mill? What is a retort?

**DUTIES AND CUSTOMS:****1. Custom House.**

What is a custom House? What is an import duty? What is a custom house inspector? How may he know ex-

actly what every one brings into this country? What is the penalty for landing goods without paying duty? What kind of goods must pay duty? Where are the custom houses in United States located? Who has charge of them? Does the Government secure a very large revenue from customs and duties?

#### INTERNAL REVENUE:

What is meant by Internal revenue? Why should a heavy tax be laid on liquor? Why should tobacco, playing cards, etc., be taxed? What is an internal revenue stamp? What are the duties of an internal revenue collector? What is meant by illicit distilling? What is the penalty for conducting an illicit distillery? How are they detected? What is a moonshiner? Does the Government derive a very large revenue from the internal revenue tax? Is this a direct or an indirect tax? Who collects it?

#### TAXES:—Direct; Indirect.

What is a tariff? What is the difference between tariff for revenue and a tariff for protection? What is an excise duty? On what is it levied? Who collects it? On what kind of articles is an indirect tax levied? On what kind, direct? What is the meaning of the word property? Name the two kinds of property. What is a poll tax? What is meant by the maximum and minimum rates of taxation? Who fixes these rates? Who fixes the exact rate? (a) in State; (b) County; (c) City; (d) Township; (e) School District?

#### COMMERCE:

What is meant by Interstate Commerce? What is meant by Common Carrier, perishable goods, long and short haul, pass, pool?

How may freight rates always be known by every one? What is required of common carriers when these rates are

to be changed? When freight must pass over several different roads is each compelled to provide for immediate transportation? What is the Inter-state Commerce Commission? May this Commission change the rates of a common carrier? What is required of a common carrier when it changes these rates?

#### Light Houses.

Where are they located? By whom built? For what use? By whom cared for? How far out at sea may lights from them be seen? How are ships warned by lighthouse keepers ordinarily? How on foggy nights? What is a buoy? Why does it pay the government to maintain light-houses?

#### Life Saving Stations.

Where established? What are the duties of the men in charge? May the boats of the life-saving crew be turned over in the sea without injuring any one? If a ship is on the rocks but cannot be reached by a boat how may the passengers be taken off and brought to shore? Why do the coasts have to be patrolled by the life-saving crew regularly, day and night? Are many lives saved by this service?

#### Coast Survey.

What is meant by the survey of the coast? How may a sea-captain run up and down the coasts without running onto rocks or shoals? How are charts of the sea-coast prepared? Is much property saved each year because of this knowledge? How far out at sea has the ocean been charted? How may the captain always tell where he is?

#### Docks and Harbors.

What is a dock? What is a drydock? What are barnacles and how do they interfere with navigation? How many thousand tons may be carried on a large ocean

steamer? How many people? What is meant by the merchant marine? Why should rivers and harbors be improved? Why should the states aid the nation in the improvement of the rivers within their boundaries? What is the Eads system of deepening the channels of rivers? What is meant by entering and clearing? Why should all ships be inspected before they are allowed to land their cargoes or to depart from port?

#### Rivers.

How may the improvement of rivers prevent damage from floods? Why is the water a cheaper means of transportation than the railway? Name some of the largest rivers in the United States? What is a jetty? What is the Inland Waterways Commission? In what ways are unimproved rivers injurious to the state through which they flow?

#### Cumberland Road.

It started from what point, passed through what States, and terminated at what city? By whom built? Of what built? Name some of the advantages of this road? Why was it not continued? Is there any National building of roads today? Why should good roads be built by the State? How may they be built by means of convict labor? What are some of the advantages of good roads?

#### POST OFFICE:

Tell how established. How are postmasters appointed? How paid? Who appoints the clerks in the larger offices? What is a railway postal clerk? Why should the position be permanent so long as the service is satisfactory? How may a new postoffice be established?

### Ways of sending money.

Are all postoffices Money Order offices? Is it perfectly safe to send money by registered letter? May any one except the one to whom it is made payable collect a Money Order? What is a postal note? Is it as safe to send a check as it is a money order?

### Methods of Delivery.

What is meant by special delivery? What is meant by free delivery? What conditions must be complied with by a town before it can secure free delivery of mail? What are some of the advantages of free delivery? What is meant by rural delivery? What are some of the advantages to the farmer of rural delivery? May the carrier on a rural route take orders from the farmer for merchandise to be delivered by the carrier? In what ways does rural delivery aid the farmer commercially, and educationally?

### Methods of carrying mail.

- a. Railway.
- b. Boat.
- c. Stage coach.
- d. Pack horse.

How are the expenses of carrying the mail paid? Is the post office department self-supporting? What is a postroad? What is a star route? Why should the mail carrier always have the right of way on the public highways? Does distance make any difference to the individual in the cost of sending a letter?

### Dead Letter Office.

What is the object of this office? How long does a letter remain in the local office before it is sent to the Dead Letter Office? If the sender of the letter has his name on the envelope will it be returned to him if not called for?

What are some of the advantages of the Dead Letter office?  
Why should all letters be plainly addressed?

Parcels Post.

What is the parcels post system? In what countries is it used? What sized packages may be sent by this system? Why is it much cheaper than sending by express? Why is it of so great advantage to people living far from the large cities? Why is it not established in this country?

Postal Savings Bank.

How is this bank established? How small an amount may be deposited in it? Who is responsible for all the deposits made? May a depositor draw his money at any office in the country where these banks are established? What are some of the advantages of this kind of bank?

DEPARTMENT OF AGRICULTURE:

This Department aids how many states and territories in the Union? How does it get new varieties of grain, grasses, vegetables, fruit, plants, shrubs, and animals? How may it be known which of these are best adapted to any particular locality? How much does the Nation give each State for its agricultural college? What are experimental stations and what are some of the advantages of them? How may fresh fruits be shipped to any part of the United States or to foreign countries? How does the Government aid the farmer to keep down pests of all kinds that may injure his crop or his stock? How does it aid him in getting a larger yield of grain or fruit? How can it aid him in the selection of grains or fruits for his particular locality? What are some of the advantages of the distribution of free seeds? What are the exports of the United States? What are some of its imports?

### Bureau of Animal Industry.

How does the Government aid in the discovery and suppression of all kinds of diseases that afflict animals? Name some diseases that affect horses, cattle, hogs, sheep and chickens in your state. If an epidemic breaks out anywhere among stock how may assistance be had from the Government? Why should all animals be inspected when slaughtered for food? Why should all meat shipped into or out of this country be inspected? Does meat inspection aid in marketing the meat in foreign countries? To what countries do the United States ship most meat? Where are the great slaughter houses in the United States located?

### The Pure Food and Pure Drugs Law.

Why should the manufacturer of all kinds of prepared foods and drugs be compelled to label them, giving exactly their composition? How may the Government chemist tell when and how food or drugs are adulterated? What is the penalty for the adulteration of food or drugs? What kinds of food are most likely to be adulterated? Why should not one use patent medicine unless recommended by his physician? May the States pass Pure Food and Pure Drug Laws? Have most of the States passed laws of this kind?

### NATIONAL PUBLIC HEALTH SERVICE:

Who is at the head of this Department? Are all immigrants examined, to see if they are bodily sound, before they are allowed to land? How is yellow fever communicated from one person to another? How may it be prevented? Are foreign vessels quarantined when an epidemic breaks out on board? Are all sailors in the employ of the United States treated by this Department? Does the United States send physicians from this Department to any place in the country when any great epidemic breaks out? How is malaria among the laborers in Panama prevented? How is the spread of yellow fever prevented? Are quarantine

stations all along our seacoast established by the United States Government? How was the cause of the spread of Asiatic plague on the Pacific Coast discovered? Does this Department furnish free advice as to how to treat or prevent the spread of all kinds of epidemics?

#### THE WEATHER BUREAU :

Where are the stations of this Bureau established. How many reports daily do they issue? What do these reports forecast? What advantage is it to know of the coming of rain, frost or hot weather? How does it benefit the farmer? The people who live on the rivers? Of what advantage is it for the trains to carry signal flags for the weather bureau? How will it aid the farmer to know the probable kind of weather when he is planning to cut his hay or butcher his hogs? Is it of any advantage to ships leaving port to know of the coming of a storm? How many hours in advance may forecasts be made?

#### FISH COMMISSION :

Have all states fish hatcheries? What is a fish hatchery? May all streams of water and lakes be stocked with fish? Why should not sawmills be allowed to throw their product into the river? Why should all dams on the rivers have aprons? Why should not fishing be allowed at all seasons of the year? How old must a trout be before it can be used for food?

#### PUBLIC BUILDINGS :

For what different purposes are the nation's public buildings used? Of what are they built? Why should the Nation own its own buildings? Why should they be fire proof? How may localities secure one of these buildings? Should all large postoffices and land offices be in the Nation's or in rented buildings?



**SMITHSONIAN INSTITUTE:**

Where is this Institute located? What is its object? What does it contain? When and by whom founded? How is it supported? May specimens of all kinds of animals, birds and fishes be found there? What is the object of Roosevelt's hunting trip in Africa? Is there any zoological garden in connection with this institution? Are there samples of the work of all of the Indian tribes of the United States? Of what advantage to the people at large is such an institution?

**PATENT OFFICE:**

On what may a patent be secured? For how long may it be obtained? Why should patents be given for inventions? How is a patent secured? How much does it cost? May an inventor sell his patent rights? For how many years does he get the exclusive right of his invention?

**LIBRARY OF CONGRESS:**

This Library contains 800,000 books on all kinds of subjects; 300,000 pamphlets; maps of all kinds; pieces of music; prints, etc.

How may anyone find any publication desired in this Library? Is this Library open to the public? Who has charge of it? What is a copyright? How is it obtained? For how long does it give the author the exclusive use of his work? What kinds of publications are distributed to the public free? With what countries has the United States an international copyright agreement?

**EXPERIMENTAL STATIONS:**

What is an experimental station? What are some of the advantages of these stations? In what ways do these stations aid the farmer and the horticulturist? How may fresh fruit be shipped to foreign countries? How does the

Government aid the farmer to keep down pests of all kinds that may injure his crop? How is the yield of wheat, corn or any other crop estimated? How does the Government find new varieties of fruits, grains and grasses and adapt them to the different localities in the United States?

EXPANSION :

1. State cessions of land.

Which of the thirteen colonies had sea to sea charters?

For what purposes did these colonies when they became states cede their lands west of the Alleghenies to the nation?

What use did the Nation make of these lands?

By what three general routes were the lands west of the Alleghenies reached from the Atlantic coast?

How did the government encourage the settlement of the public land?

2. District of Columbia.

How large is this District?

It was obtained from what states?

How is it governed?

Have the people of this District any political rights?

What is its relation to the States of the Union?

Who pays the expense of its government

Name some of the most important public buildings located there.

Explain the method of laying out its public streets.

3. Territories.

What is an organized territory?

What, an unorganized?

Who makes the laws for each?

Who appoints the judges and executive officers in the territory?

Name the (a) Organized (b) Unorganized territories.

How does an organized territory differ from a state?

How is it represented in Congress?

Give the conditions of its admission as a State.

Have the citizens of the territory all the rights of citizens of a State?

4. Additions to National Territory.

Name the parts of the United States territory that have been gained by: (a) Cession; (b) War; (c) Purchase; (d) Annexation.

May the people of the territory acquired by the United States still remain citizens of the country of which the territory was a part?

What rights have they as regards the property held in this territory?

How long are they given in which to choose their citizenship?

What is done with all the arsenals? Ports? Dockyards? Public buildings? in the territory acquired?

5. Colonial Possessions.

Hawaii, Philippine Islands, Porto Rico, and Panama Canal zone.

Tell what form of government each of these possessions has.

How is the United States teaching the English language and American forms of government to the people of these possessions?

Have the people the same rights as the citizens of the states of the Union?

Is there any restriction placed on their commerce with the United States?

Of what does their commerce to this country consist?

May they enter into treaties with foreign countries?

Are any of them ever likely to become independent nations?

Of what value is each to the United States?

For what purposes do the United States use small islands like Christmas, Wake, Baker, etc.?

6. Forts.

How is the land secured for the location of a fort?

For what purpose is it used?

Where are the forts in your state located?

Are all residents of a fort amenable to the laws of the state in which it is located?

Are these residents governed by civil or military law, or both?

What is the difference between martial and military law?

What are some of the advantages of declaring martial law?

Who in the state may declare it?

Who pays the expenses of keeping up the Fort?

How may it be abolished?

THE INAUGURATION OF A PRESIDENT OF THE UNITED STATES:

Name the qualifications for President.

Tell how he is elected.

What is the Presidential succession law?  
On what day is the President inaugurated?  
Why was Washington not inaugurated on this day?  
Why is the present Inauguration Day not a satisfactory one?  
Where does the President take the oath of office?  
Who administers it?  
Where does he stand while delivering his Inaugural address?  
What is the White House?  
Who furnishes it and keeps it in repair?  
May any one call on the President at the White House?  
How is he protected from those who would injure him?  
What is the work of the President's private secretary?  
Who may attend a Presidential reception? The Inaugural Ball?  
When does the President find time to do his work?  
Where is his office?

#### INTERNATIONAL POWERS.

##### TREATIES:

##### I. Ambassadors.

Who appoints the ambassadors? Which of the cabinet officers directs him in his work? Explain the meaning of the terms: Ambassador, Minister, Minister resident, Charges d' affaires. For what reason may any of these officers be recalled. Describe the ceremony when the President of the United receives a foreign ambassador. Through which of the cabinet officers must a foreign am-

bassador communicate with the President? For what reasons may the President ask that an ambassador to this country be recalled? May the ambassador or any of his household be arrested at his home? For how long are diplomatic officials appointed? What is meant by an embassy? Why are the expenses of an ambassador to a foreign country so great? What salary is paid these officials? What is meant by the Government communicating with them "in cipher?"

2. Consul.

Who appoints the consuls?

What is their work?

How many are appointed to each country?

In what ways do they aid the agricultural department of our government?

How do they find a market for our products, and places where we may purchase cheaply?

Is their work all of a commercial character?

Should they be the same or different types of men, as regards the professional service rendered?

3. Commissioners.

About what different things may treaties be made?

From what does a treaty usually get its name?

Who appoints the men who negotiate treaties?

What is necessary after a treaty has been negotiated before it can take effect?

Give the steps in the negotiation of a treaty.

Do treaties afford foreigners protection in our States?

May a State enter into a treaty?

**NATURALIZATION :**

What is meant by the word "expatriation?"

Do all countries recognize the right of their citizens to choose their own country?

Name the steps by which a foreigner becomes a citizen of the United States.

When he becomes a citizen does this naturalize his wife and minor children?

How may he lose his citizenship?

How may he establish the fact that he has been naturalized?

Do any of the states allow foreigners to vote as soon as they take out their first papers?

Why should not a foreigner be allowed to have any part in our Government until he has become thoroughly acquainted with our institutions?

**IMMIGRATION :**

Who are not allowed to come to this country?

At what place on the Atlantic coast do most of the immigrants land?

Must all foreigners submit to a medical examination before they are allowed to land?

What is required of a steamship company which brings some one to this country who is not mentally or physically sound?

How is a foreigner upon landing in the United States aided in finding friends or employment?

From what countries do the most desirable foreigners come?

Why should foreigners who do not expect to become citizens be excluded from coming in large numbers?

**EXTRADITION :**

What is an extradition treaty?

When one commits a crime in this country and escapes to another how may he be brought back?

Why should an escaped criminal always be returned to the country from which he came?

With what countries has the United States extradition treaties?

Should political refugees be returned to their country?

**WAR :**

Who declares war?

Who provides the funds for waging war?

What is a declaration of war?

Which of the cabinet officers has charge of the army?

Which makes treaties?

Who is commander-in-chief of the army when it is called into service?

What is a passport?

What is a protocol?

What is meant by the term, insurrection, domestic violence, invasion?

May the President of the United States use the army to put down any disturbance in a state?

May the State militia be taken out of the United States?

**MILITARY ACADEMY AT WEST POINT :**

What is the object of this school?

When was it established?

How many students may attend?



How does each one secure his appointment?

Who pays the expenses of his education?

How long does it take to complete the course?

How many years must he serve in the Army after graduation?

May graduates of this school be designated by the United States Government to give military instruction in the Colleges and Universities of the various states?

What advantage is it to a young man to receive the military discipline in this school?

#### NAVAL ACADEMY AT ANNAPOLIS:

When was this Academy established?

How is it supported?

Who may attend it?

How is an appointment to this institution secured?

How long does it take to complete the course?

How much annually is each student allowed by the National Government?

How many years must he serve after graduation?

What advantages are afforded him while in school for foreign travel?

In what ways do graduates of West Point and Annapolis aid in all kinds of engineering work?

#### THE HAGUE CONFERENCE:

What is the object of this Conference?

It is composed of whom?

Where does it meet?

Which nations are members of it?

What plan is adopted by the Nations for arbitrating their disputes?

Why is arbitration better than war?

THE BUREAU OF AMERICAN REPUBLICS:

What is the object of this Bureau?

Who are members of it?

Where is its chief office located?

What are some of the benefits to be derived from it?

METHOD OF PRESENTATION.

As was stated in the method of presentation in State Civics, the frame work of National government should be correlated with that of the State when the latter is studied. The second part, where the principles of government are applied, will have to be presented orally as no one text book, known to the author, contains the requisite amount of concrete subject-matter which every child should know.

Reinsch's "Readings on American Federal Government," Hart's "Actual Government," and Bryce's "American Commonwealth" come the nearest to supplying such subject matter, but these books are all written for High School, Normal or College students and will have to be simplified before eighth grade pupils can understand them. The average grade teacher can do this without much difficulty, and she can also find an abundance of the best kind of material in the magazines and reports by the various bureaus and departments at Washington, D. C.

There have been during the present year, 1909, a series of articles running in the National Magazine on the Story of a Great Nation, in which many of the topics, suggested in the outline on National Civics, are discussed by those actually engaged in the work which they describe. Many of the other magazines frequently contain fine articles.

Roosevelt's account of his hunting trip in Africa, which is being published in Scribners, well illustrates one phase of the work of the Smithsonian Institute. Articles on forest reserves, foreign immigration, the reclamation service, the improvement of rivers and harbors, National Parks, may be readily found in current literature by consulting the index to the separate magazines or the cumulative index found in most any public library.

This work may be correlated with the study of United States History as some reference will be found to all of the topics suggested. Every Presidential election affords an opportunity to explain how a President is elected and inaugurated. Wars will afford an opportunity to discuss the army and navy and treaty making power. Naturalization and foreign immigration may be considered whenever the question of foreigners is under discussion. The Weather Bureau, rural delivery of mail, or any topic may be taken up in the administration where mention is made of them. But it must be kept in mind that the work must be adapted to the age of the children to whom it is presented. The theory and principles of the Reclamation service may be of interest to the Normal or High school student, but reservoirs, dams, flumes, ditches and crops grown on irrigated lands will be more interesting to the eighth grade pupil.

This work may also be correlated with the work of current literature, as much of the best of it comes up in the discussion of the questions that affect community life. Every public question has a personal relation to the individual, and the child should early be made to see this relation. If the individual has sovereign rights in the administration of government he should know how to exercise his sover-

eign power and be made to feel the responsibilities of a sovereign. The object of all work in Civics, national or local, is to acquaint the child with government as found in its practical application to the questions in his daily life.

Each of the topics suggested for study is complete in itself, and the teacher does not have to master a great deal to be able to present it. If, therefore, she has not at her disposal suitable material for the presentation of all the topics she will be in no sense handicapped, but may present those topics where the necessary material may be had.

If one or two topics be considered daily throughout the eighth grade it will be possible for the child to gain a good working knowledge of the national government.

#### BOOKS OF REFERENCE.

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